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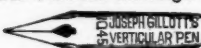
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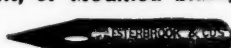
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THE SCHOOL JOURNAL

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School Economics.*

II. The Patron.

BY WILLIAM P. EVANS, St. Louis.

In the study of school economy the mind as naturally gives the patron the second place as the pupil the first. He furnishes the pupils and the wherewithal and certainly must have purposes to serve in so doing. No doubt these purposes must often be modified, as every one cannot have his way. The teacher must serve as the intermediary in these adjustments which he naturally seeks to do with as little friction as possible.

There is a considerable school among teachers which holds that the patrons should furnish the pupils and the money and then stand aside. The members of this school claim for themselves superior knowledge as to the pupils' needs. They hold that their experience has given them an expert opinion in their work which enables them to decide what is best for children to know and how best to bring them up to the standard.

Friction sometimes arises because teachers forget that their authority is merely delegated; that they stand in the place of the parent only by permission. One evidence of this temporary tenure of power is seen in a comparatively recent development. In many places the right to administer corporal punishment has been taken from the teacher.

That teachers should forget their limitations is not altogether strange. Time and custom have thrown up around their office a sort of majesty that seems remarkable when carefully looked at. This may be partly due to the instincts inherited from the time when the offices of teacher and priest were united. However it may have come about, the teacher is set apart and receives a vast respect.

This deference is not wholly to the advantage of the teacher. Some dispositions are spoiled by it. His very isolation may work great evil to his character. He is of necessity thrown with people of unformed minds and his supreme authority may cause him to lose his power to adapt himself to his equals. This leads to his reputation for being impracticable in any other relation. He grows dictatorial and becomes impatient of any discussion of his opinions.

The reproach is often heard that if you take a teacher from the school-room he is like a fish out of water. This must be admitted to be too often true. In political or social gatherings he assumes for himself the right of arbiter. Herein lies the disadvantage to the teacher in this situation and it rests with him to determine its extent. He may break thru the "majesty that doth hedge him about" and mix with his equals on equal terms. By doing so he will keep himself well balanced and be able to deal with his patrons better.

The teacher's advantage from the respect instinctively paid him is almost beyond measure. It is difficult to conceive of the state he would be in without it. Suppose he had to begin at the bottom and establish his authority in power and knowledge with each pupil. Suppose each child were to question each of his statements as to duty and fact. The condition is almost unthinkable. The exact reverse is the case. His standing is already fixed. The presumption may be said to be in his

favor. What parent has not been corrected and convicted of error on the authority of the teacher? The youthful learner will stand out against any authority with the simple word, "Teacher said so." What pantry, cabinet, portfolio, or garden is secure from attack to find something good, true, or beautiful for the teacher?

The patron has steadily shown his approval of the school by spending more and more money upon it. He has been drawn on to do this in part by a better mutual understanding. The teacher has gone out to learn about him and has continually raised the usefulness of his work. This has convinced the patron that there is profit in increased expenditure. One of the marvels of this age in this country is the rapid increase of the school budget. The end is not yet, tho it behooves the teacher to use his influence in moderation. A reputation for prodigality once attained may easily set back the advance of the good work many years. Quite recently the mayor of a university town complained that the girls in the cooking schools were wasting their time on fancy dishes. Could compound interest, cube root, and involution also be classed as mere accomplishments? The conservative instincts of the community tolerate many queer performances on the part of its teachers, but quite reasonably demand that they shall not be persisted in.

Every thoughtful observer has seen with astonishment the patience shown by patrons. A superintendent or teacher with some crotchet will turn aside from their proper channel the activities of the pupils until, it may be, a whole city rises in its might and restores the equilibrium. This slowness to act comes in part, no doubt, from natural conservatism and in part from the experience that these fads are short-lived and the zeal is soon turned into sane courses. Much money and valuable time is thus wasted and the philosopher's stone is not found. The people hesitate to interfere. They are busy and diffident and perhaps as anxious as the teachers that the fabled stone should be found.

The economics of the relation of the teacher and patron demands careful consideration, as may be seen from these preliminary remarks. The teacher is placed upon an eminence built up by tradition, custom, ambition, respect, and pleasant memories. It behooves him to retain this advantage and judiciously to augment it. He belongs to a profession that boasts of such men as Aristotle, Fenelon, and Froebel. If he honors it he benefits not himself alone, and if he detracts from it others will share the loss.

The teacher in dealing with the patron may touch him in many points, but the principal ones may be brought under three heads—his pocket, his pride, and his prejudices.

The patron's money is of course a trust and he has a right to its wise expenditure. As has already been pointed out, the amounts spent in this direction are constantly growing and may continue to grow if good returns can be shown. There is a tendency just now for teachers to arrogate to themselves the province of teaching everybody. They are reaching out after the whole community and would train the fathers and mothers too. This is probably only a passing wave and will soon wear itself out. If the people want to use the school plant for other purposes they are doing nothing new. For years the writer lived in a community where there was no other church or theater than the school-house. Here were held

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writing school, singing school, spelling school, school exhibition, school meeting, political meeting, concert, slight-of-hand performance, minstrel performance, religious revival, and on Sunday, church services of many sects, all without hitch, and with a communal coal pile and coal oil can. The tendency is strongly marked in the rural districts to separate these functions as wealth increases. These things all happen in the country without the teacher's agency.

If the people of the city need the use of the school-houses for clubs or lyceums or the yards for playgrounds they will attend to it without assistance. Hence it would be poor policy for the teacher to advise the alienation of any of the school funds to this use for two reasons. First, it would be an impertinence. Second, it would lessen the amount for legitimate school purposes.

That the patron may get proper returns for his money the teacher should husband his personal resources of strength and money. The salary should pay for a year's work and not for the work of a small portion of a certain number of days of the year. A successful teacher may not be a seamstress, housekeeper, or business man except as a diversion. No man can serve two masters, and if he would get rich quick he must leave teaching. To maintain that short hours and long holidays are necessary to recuperate nerve energies and then to seize the chance for earning additional income is neither honest nor wise.

Altho the patron's pride may be deemed a less legitimate right, yet since all have it, attention must be given to it. He may suppress it more or less completely. He may even deny it. Still it remains. It has been the custom to decry this trait of human nature as a seed of evil, but it may be that it was implanted for good. All virtues become evil when uncontrolled and possibly this bad reputation has come from abuse. It is certain, at any rate, that the skilful teacher makes good use of this instinct.

The parental interest when properly enlisted will keep the pupil up to a high line of endeavor. He must not lose step with his mates and he must not drop out of the race before them. Neither must he become conspicuous in his deviations from the average line of conduct. All this will the pride of the interested patron do.

While most will agree that this form of pride may properly be exploited there are some other aspects less praiseworthy perhaps, but none the less useful to the teacher. For instance, the patrons may be unwilling that their school be poorer than others. They may even want buildings, outfit, and teachers in advance of their neighbors. The development of this trait contains a dangerous element also. If it leads to spectacular effects it will be entirely harmful in the long run.

Prejudice, also, is a variable term. It is frequently an expression for an unfavorable opinion. If the patron has an unfavorable opinion of the teacher, the teacher may dismiss it as a prejudice. This merely illustrates a not uncommon origin of many so-called prejudices. Some people seem wholly unable to understand another's point of view and fail to see how a fair-minded person can disagree with them.

There are, however, many opinions which the patron has formed beforehand, sometimes on insufficient grounds that the teacher must meet and adjust himself to. Some of these are entirely personal. They may relate to the teacher's appearance, such as size or color of hair or to the nationality of his ancestors or some other trifle. These, of course, are generally insignificant and cannot well be met.

A more important one is the social prejudice. This very common feeling gives point to one of the strongest arguments for the free public school. Class feeling is hostile to a democracy. The children of all classes must meet and learn each other's strong points so as to eradicate class. Here is the need for schools good enough for the most fastidious so that there shall be no necessary separation of the rich and poor.

This prejudice gives play to the teacher's best powers.

Fortunately, it is far more common among the parents than the children and this is the clue to its successful treatment. The pupils will not hear disparagement of those whom they respect. The teacher's plain duty is to promote this respect for one another in every legitimate way.

A more irritating prejudice is that of the patron who knows all about how education should be conducted and zealously imparts the knowledge. He may have been a teacher, successful or otherwise; at least he is enamored of the good old way in which things were done. Was the old way ever anything but good? Alas! none of the present generation need ever hope to see the golden age, for that has long since passed away. This is the impression one gets from these good people who would tell the teacher how to teach. Fortunate is the community that has none of these on the school board. Since everything in the world has its use, it may be presumed that these experiences are to show the teacher what he may become. They are probably the most trying experiences in the teacher's round, but they all come in the day's work and if he is "on to his job" he comes out of the collisions with flying colors and generally with the respect of his opponent. While many prejudices are against the teacher it cannot be denied that many are in his favor and often with precious little foundation. On the whole, the wise teacher finds the relations with the patrons pleasant and he can, while maintaining his self respect, "be all things to all men."

The Drift of Manual Training. I.*

By WALTER J. KENYON, San Francisco State Normal School.

In its origin the manual training idea was only a phase of a larger and more general idea. The history of the schools, as of society itself, is a story of greater or less revolts against the crystallizations of respective periods. And out of the ferment of these unquiet times have arisen those fresh ideals which have made for better days. It is ever the tendency of society to civilize itself out of touch with the fundamental sources of strength. Each movement of the sort at last topples over, billow-like, for want of stability. And there ensues a compensating return consciously back toward safe and consistent levels. The old Greeks were so keenly alive to this after sanity and its virtues as a social tonic that they made a parable about it—the allegory of Hercules and Antæus, the wrestler, in which the latter doubled his failing strength each time he came again in contact with the ground.

No day is better than our own in which to study this phenomenon. For vogue's sake we bolt our flour too fine to be fit for food. And then for life's sake we go back to the whole grain. We crowd by gasping millions into the narrow cities and then, in a vast reaction, we span out into the green rurals in search of that touch of earth which would have saved Antæus. The Old Regime of France departed, as far as human ingenuity could carry its affectations, away from the wholesome and natural. And in Rousseau and the Revolution came the inevitable recoil.

The chronicle of these social oscillations might thus be charted as a zigzag line, digressing incredibly for sake of vogue and unreal standards, and ever returning, late or soon, to sane levels of action.

The history of education provides its quota of examples. It has ever been the tendency of the schools to gravitate toward models having no reference to contemporary life. And there has ever been the dissenting minority, disturbing the repose of the times in vigorous protest. There have existed at all times the two educational tendencies, formalism and realism. Formalism has always been the incumbent and it has always been on the defensive.

* Read before the Scholia Club of California.

Thus Bacon, Comenius, Franke, and Rousseau, operating in different generations and from not identical viewpoints, were yet champions of a common cause—a cause which preceded and outlived them all and remains a cause to-day.

In the last quarter of the nineteenth century this great educational movement had its blossoming time. It was marked by a general awakening to the possibilities of better ways, means, and ideals in teaching. No nook or cranny of the elementary course of study wholly escaped renovation. It was during this period that the old eclectic reader was finally laid on the shelf to make way for the flood of splendid supplementary reading which is to-day at the command of the elementary school. In geography teaching a school of enthusiasts developed who grew dizzy over their opportunities and broke loose into extravagances which are not yet out of commission. The old text-book in arithmetic was ravaged in the general onslaught, and the end is not yet.

Out of this broad and deep turmoil there emerged an objective science study in an elementary school course which had hitherto dealt only with language and numbers. And as utilities in the teaching of this science there came into play drawing, painting, modeling, and making. In practice, however, each of these auxiliary things soon lifted itself by its bootstraps into the status of an intrinsic subject of study. And they thus became established on the elementary program as drawing for drawing's sake, painting for painting's sake, modeling for modeling's sake, and making for making's sake. Thus the synthesis was lost and what, in conception, was a splendid unity became in application a decentralized group, clamoring each for a special recognition which in reason it could not claim. Conservatism, then, with rather more of political sagacity than singleness of purpose, raised the cry of overcrowded course of study: and here we are.

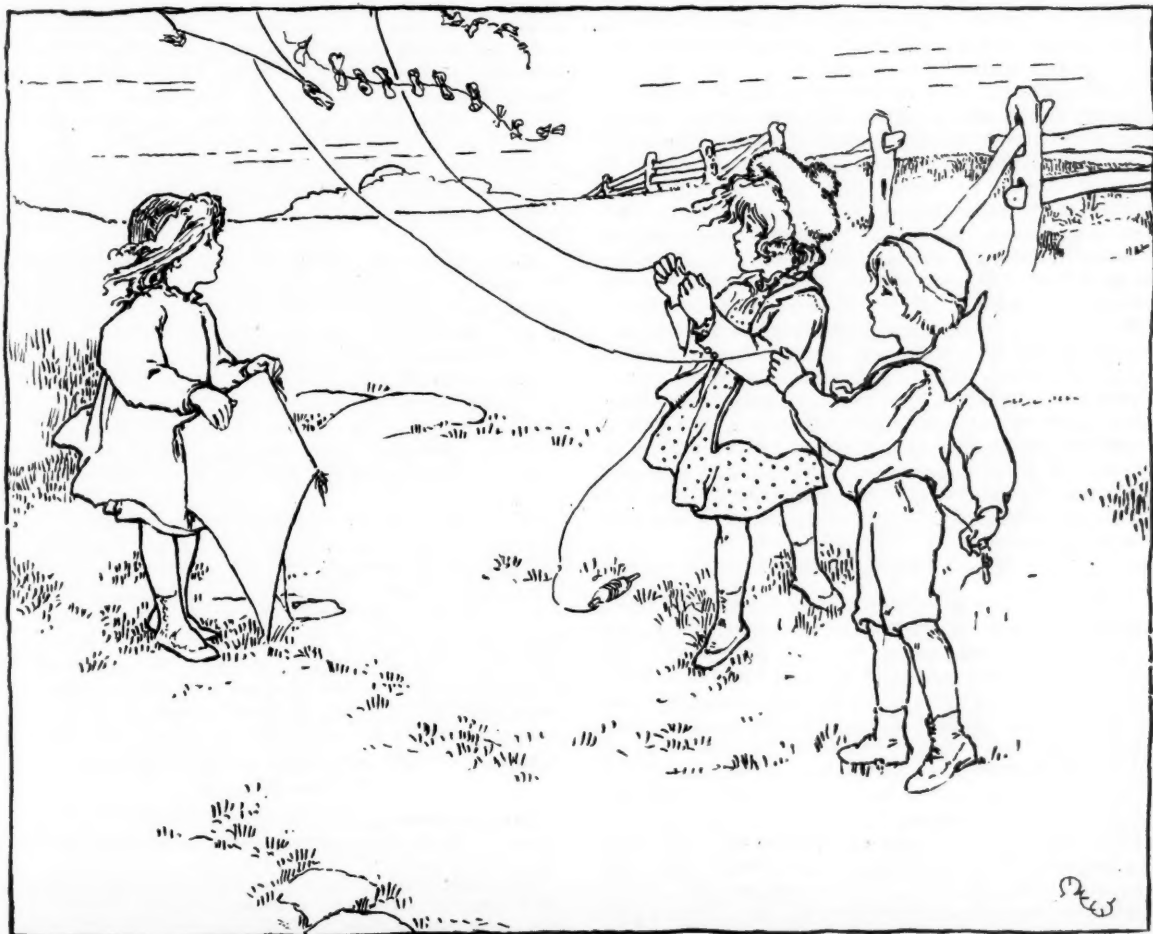
The genesis of elementary manual training is thus easily perceived. It was not of itself properly a subject of study, but rather a mode of studying subjects. It was by nature a protean thing of many guises and by function auxiliary to any study which might profit by its aid.

The Four Movements.

So much for the idea as it pertained to the elementary school. Of the manual training movement in general it is descriptive to speak in the plural. There have been four very distinct starting points, from which mutual approaches and understandings have been accomplished until now the manual training movement presents some solidarity of front. The kindergarten, introduced into this country by Elizabeth Peabody in the sixties, has done yeoman service in two directions. It has, more than any other one influence, plowed the fallow public mind into a receptive attitude toward the notion of self-activity as the real basis of education. Besides this it has transformed the lower end of the course of study in accordance with this idea.

Of the remaining phases of the manual training movement, two made their appearance at about the same time. In Boston a sloyd school was started, thru the public spirit of Agassiz' daughter, in 1885. In St. Louis the first manual training high school opened its doors in 1880 as the protege of Washington university. These two experiments constituted the germs respectively of our present elementary and secondary manual training. They were both inspired directly by foreign models.

The fourth phase of the movement is less easily identified in point of time. In a way it antedates all of the others. The beginnings of technical courses of collegiate grade date back into the first half of last century. Notable among them is the Rensselaer Polytechnic, of Troy, N. Y., opened in 1825. But the most effective step was Senator Morrill's bill of 1862 which laid the



March Winds.—Suggestion for the March Blackboard by Margaret Ely Webb.

foundation for our system of state colleges. By the provision of legislation establishing them these institutions are, very broadly interpreted, "for the benefit of agriculture and the mechanic arts." Later measures provided further revenues for these colleges coupled with restrictions focusing their policy still more closely upon the needs of industrial education. These state colleges are thus the capstone of a system of industrial education of which the kindergarten is the beginning.

Finally, not to be called a movement as yet, we have a few of the universities, thru either their pedagogical or their engineering schools, reaching down the hand of experiment into the field of training teachers for elementary manual training. Still another tendency, which is too barren of possibility to be considered as organically related to the general scheme, is the attempt of the normal schools to work beyond their province by teaching a systematized manual training. This subject will be considered later.

It is noteworthy that the manual training movement and the wherewithal to forward it has, in the main, been thrust upon the schools from the outside. Hard-headed merchants and manufacturers have furnished at once the initiative and the means. The Chicago Manual Training school was organized and funded by an association of business men. Armour institute, Pratt institute, Drexel institute, Lick school,—the names tell the story. Out of fortune and wisdom amassed together in the conduct of immense enterprises, there grew the substantial endorsement of technical education in both the elementary and secondary stages. The sloyd movement was established in America by the wife of a capitalist. Its European progenitor is directed in person by a wealthy merchant who has deliberately turned his back upon his business affairs the more completely to engross himself in this scheme of education.

Concerning the attitude of school men during this experimental period it is interesting to remember that as late as 1889 all the prestige of a powerful conservatism was pitted against the innovation. In that year the National Council of Education, thru a committee report framed by no less a person than Dr. Harris inflicted upon the manual training movement a premeditated and carefully calculated blow which to all appearance was intended to give the cause its quietus. It is a striking evidence of the virility of the movement that, before another decade had passed, virtually every city in the United States had established its manual training high school. And now these institutions, no longer with their spurs to win, are living secure in the standing of their alumni. A loyal and well reputed alumni is a greater pillar of institutional strength than the sum of other resources. Many of the manual training schools have, with a keen foresight, realized this at the outset and have systematically intrenched themselves in a kind of statistics whose story is easily read and cannot be refuted. The St. Louis school up to 1902 had graduated 869 men and the roster of that body constitutes a veritable roll of honor which the curious may survey in print at any time.

Model vs. Project.

As early as the seventies a number of European schools were carrying on experiments in elementary manual training. In Germany, Klauson Kass, Dr. Gotze, and others; Michelson, in Denmark; Cygnaeus, in Finland, and Saloman, in Sweden, were all working out divergent ideas. To-day we find vestiges of them all struggling for a hearing in our own country. But the Swedish sloyd was destined to survive and dominate. It was plausible in its dogmas, captivating in its practicability, and altogether the most dazzling device that has ever been offered, intact, for educational discussion. Our lower school manual training is the Swedish sloyd without any appreciable modification. It is intolerable to the Yankee spirit to be a self-confessed copyist; and hence a great many type setters have been kept busy in committing to paper the difference between the Americanized scheme

and its Swedish original. As a matter of application, there is no difference, nor can there be. For the sloyd scheme is like Prince Rupert's tear. It is beautiful in its integrity and self-consonance. And if the universe can be shaped about it as a jewel case about a gem, the adjustment will be perfect. But the slightest modification of the jewel itself shatters the latter into fragments.

Our secondary manual training courses were also modeled after European conception.* But in this case both the original and its American reproduction exhibited a considerable elasticity and the latter is to-day a long remove from its original form.

The difference between the two schemes, the Russian and the Swedish, is chiefly a difference of words. And it is a difference so trite, in these days, that I hardly dare venture a further reference. The Swedish idea stakes its all upon the model as something educationally differing from a mere exercise, or practice piece. The model is construed as a capsuled exercise—that is to say, an exercise in the didactic conception of the teacher, but in the creative purpose of the pupil not an exercise at all, but an undertaking of immediate utility. The Russian idea disregards this distinction and utilizes unapplied exercises or practice pieces.

This line drawn between model and exercise is in the main, a fanciful one. The theory is, of course, that the model will motivate the pupil to the same degree that one of his own projects might. The fallacy of this notion invalidates the chief claim made for a model series. It should be recalled that the model is devised by the teacher, not the pupil. It is prescribed, not suggested. It has its *raison d'être*, not in the circumstances attending the pupil's spontaneous interests, but in a logical and sequential scheme embodying the teacher's didactical idea. In theory the sloyd presents a succession of projects which absorb the pupil's whole self in the highest economy of activity. In actual fact they are not projects at all. They are models in the same sense that the pot-hooks of his copy-book are models. The aspect of initiative is just as absent as it is in his tables or his spelling list. The model series must seek its endorsement, therefore, on the ground of its formal character. It must be considered in the same category with the traditional rudiments. And elementary manual training, as at present practiced, must live or die upon this classification.

It is high time that this far-fetched characterization of the model as a spontaneous project be abandoned. The models, intrenched behind their serial numbers, can never by any possibility be engrafted upon the boy's interest so as to simulate the children of his own creative fancy. It is more profitable all around that this be perceived and admitted. Then we can start out upon a solid basis of fact and estimate the model series for what it is worth. After we have thus called a spade a spade it may yet turn out that spades are very useful in certain situations.

The *ne plus ultra* of manual training is something else, however. And it has yet to be found in any form available in a city school system. The sloyd, therefore, bids fair to hold its own, indefinitely, for the purposes of city schools, since a machine must ever have mechanical parts, the opprobrium of educational philosophy notwithstanding. But it is equally probable that the normal schools and others somewhat freed from the exactions of mechanism will at length abandon the idea of models and sequent exercises and revert to the natural adjustment of manual training as auxiliary to science and art.

The Normal Schools.

As soon as manual training appeared in the elementary course of study the normal schools very properly turn

* The imperial school at Moscow sent to our centennial in '76 a group of odd looking exercises in wood; and this exhibit, credited with having inspired our own secondary manual training, is to be seen behind glass doors at the Massachusetts Institute of Technology.

their attention upon it. The mistake was made at the outset, however, of attempting to give the normal student a training in handwork appropriate only to the equipment of the special teacher. In other words the addition inaugurated a new academic department in a curriculum already clogged with gratuitous lumber. At present the majority of the normal schools persist in this course. Their students are frittering time away in a vain attempt to include a subject which even if acquired, will have no particular bearing upon their future work. There are two or three institutions in the country whose business it is to prepare special teachers. And they of right offer a specialized academic course. It is a mistake for the regular type of normal school, in its present organization at any rate, to enter this field. At least nineteen-twentieths of the normal school output may be regarded as destined for grade teaching. And the grade, or "regular" teacher, be she in either the city or country schools, finds her model series a bow string which is never drawn. What she wants in the way of manual training is a rough and ready acquaintance with a few of the commonest tools, chiefly the hammer and saw. And as to materials, instead of being religiously withheld from experience in any stuff save wood, she should gain a familiarity with many. It will be no labor lost for her to find out what to do with tin, putty, paint, and glass. In short, the reasonable shop course for a normal student cannot be described in the terms "series" and "models." We must substitute *circumstance* and *project*, instead. Under this latter interpretation we shall find her making the what-nots of nature study and scores of other devices that apply in her daily work. And if there exist so much as the astral shade of formal discipline, it will walk abroad in this case. For the product of this sort of training is the girl who lands on her feet when dropped into novel situations.

An Appeal for the Next Step in Human Progress.

By MRS. MARY H. HUNT, Boston.

The March number of the *Century* magazine has three articles which show that the great ethnic changes now going on in this country are challenging attention. According to the census of 1890, the descendants of our English ancestors are still in the majority in the United States. But that majority is being rapidly diminished in the half a million people coming every year from the Old World to become American citizens. In commenting on this, one of the *Century* writers, Gustave Michaud, says, "What the newcomers are, is in a large measure what the nation will be."

Professor Giddings throws light on this prospect by reminding us that our English ancestors were the product of the admixture of the same three great racial types that are now coming to our shores, the achieving Baltic, the conservative, philosophical Alpine, and the artistic, "leisure loving" Mediterranean or Romance races. From that point of view, there is certainly reason to hope that the blending, amid the boundless resources of this new world, of the English, Teuton, Celt, Latin, and even the Slav may result "as intimated by Bayard Taylor in his Centennial Ode" in "a people stronger and yet more sensitive, nobler and yet more impressionable" than any whose story is told on the pages of history. That will depend on the development here of the best possibilities of these invading multitudes. To them, "America spells opportunity," says Jacob A. Riis, one of three *Century* writers referred to, and in "the school-house, clean and bright as the flag that floats over it," "we have," he says, "the making of the to-morrow," which these people are bringing to us.

Contemporaneous with the invasion from the lands of the vine has been the enactment of these laws requiring children to learn in our public schools the perilous character and effects of alcohol. Is not this one of the many providences providing succor for times of special need,

that it pleases the American to note in our national history?

Alcohol destroys capacity for self-government which is the corner stone of our free institutions. Do the men and women engaged in public school education in this country, realize that the lofty mission committed to them in this matter is nothing less than the perpetuity of this government by the people?

Dr. Harris, United States commissioner of education, attributes the disparagements of this study made by some school superintendents to the fact that they have not yet reduced it to what he terms "pedagogical form." In other regular branches of study, such form has been the result of centuries of study and educational planning. Altho the first temperance education law was enacted twenty years ago, the study is yet so comparatively new that there are still many who do not understand that it is a science, with a body of truth to be taught, and adapted to the progressing capacities of pupils from year to year as are the truths of such studies as arithmetic, geography, history, and grammar. The object of this study, as already implied, is to teach all future Americans the physiological reasons for right physical habits including especially those relating to alcoholic drinks and other narcotics. To be most effective, the subject should be taken up as these habits are being formed, new branches being introduced each year so that the child may be guided to the best physical and consequent mental and moral life.

Ability to make out a course of study that will secure this object, or to recognize one when properly made out implies:

1. Knowledge of the subject of anatomy and physiology.
2. Knowledge of the laws of health, or general hygiene.
3. Knowledge of the nature of alcoholic drinks and other narcotics and of their effect upon the various organs of the body and mind, and therefore upon character.

4. The pedagogic sense that will select the simplest truths for the youngest classes, and so develop the subject that new and interesting matter will be added each year until the subject is covered. This can be done with a minimum of thirty or forty lessons per year from the first primary thru the five grammar years and the first year in the high school.

5. The pedagogic sense that will recognize that in this as in every other study the school furnishes the child with three sources of information—the *teacher*, the *book*, and *observation* including experimental work. Where any one of these sources is withheld, as the child progresses far enough to profit by it, there is a loss in results.

6. The pedagogic sense that sees the significance of the statistics of school attendance; these show that a very large proportion of pupils attend school only about five years of two hundred days each (see report of commissioner of education). Hence to postpone this study until the sixth year, or later, is to withhold from large numbers, and those most needing it, a knowledge of the physiological reasons for the laws of health and total abstinence.

Lastly, to make out a course of study in this subject, the teacher must appreciate and respond to his obligation to instill into the minds of his pupils those precepts best suited to guide them safely past all pitfalls. Moreover, his patriotism must enable him to feel a pleasure in prosecuting the work committed to him by the nation of doing his part in saving the republic from corruption by alcoholic, narcotic, and other unhygienic habits.

As Dr. Harris implies, to criticise this study from a pedagogical view-point reveals the critic's lack of pedagogical insight. The school-man who says this study for all pupils is "an unnecessary repetition of the same matter year after year" has not graded the subject to the progressive capacities of the pupils, taking care that new and important matter within the pupil's under-

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The Teaching of History in the Elementary Schools.*

By Associate Supt. Clarence E. Meleney, New York City.

1. The purpose of history in a course of study is the learning of essential facts; the opening of an interesting field of reading and research; the inspiration afforded by the contemplation of types of character, and of the conduct and action of great lives; and the intellectual and moral culture of the student.

2. The scope of history study in the elementary schools covers the essential points in the whole range of the world's progress in civilization. Formerly the common schools of this country confined the subjects treated to the history of the United States from the discovery of America. Of late years we have come to realize that we hold a close relation to the whole world and that an adequate course of instruction must draw from the sources that have contributed to the development of the human race with special reference to all influences that have affected the life and the progress of our country and people.

If the purpose of teaching history was merely the mastery of facts relating to so wide a field it would be impossible to accomplish it within the years given to school life. World history in such a scheme is not essential. It is, however, important to open the widest field of historical study to the child and to permit him to draw inspiration from lives and events that have characterized the successive types of human progress and civilization.

3. The course of study offered to the schools in Manhattan and the Bronx five years ago and still in use contemplated such a study. It is too early to state what the new course will be, as it has not yet been adopted. It will be sufficient for the purpose of this address to consider the study as we know it. The present course really begins in literature with the myth period of the world, traditions and stories of the Ancients relating to their ideas and interpretation of natural phenomena. The child of to-day acquiring his first ideas about the world as a whole is in about the stage of intelligence that ancient people were when trying to comprehend world mysteries and the relation of man to higher powers, by which they supposed he was governed and controlled. The myths appeal strongly to the young child and interest him in the new ideas flooding his mind, which can only be comprehended by exercise of a vivid imagination. During the first term in history the course also furnished studies of historical objects, events and characters closely related to his own environment; that is early local history, in order that he may get some idea in objective form of the elements that make history. History is being made every day all about us and a comprehension of its elements will assist in an appreciation of what constitutes history. Thruout the course elements of this kind are available and must be constantly utilized.

The course of study from the fourth year on presents in each grade definite epochs in the world's progress, and circumscribed geographical areas of study; for instance,—

Grade 4-B presents the unknown world round the Mediterranean sea and the pushing out from that center to the New World discovered by Columbus. Discovery is the motive.

Grade 5-A shows us Europe as the center of the world's activity and civilization, and its people extending their colonies into newly opened parts of the globe. Exploration and colonization is the motive.

Grade 5-B presents the area now known as the United States as the center of the world's interest. Colonial and pioneer life being the motive.

Grade 6-A leads the pupil to corresponding colonial life in the rest of the New World.

Grade 6-B offers the period of *revolution* during the time that the whole world was watching the birth of a new nation.

Grade 7-A offers fifty years of American progress and its relation to the great nations of Europe, a period of civilization which centered in this country as typical of the most wonderful progress of a people up to that time.

Grade 7-B brings us up to date showing the United States in its greatness first as an isolated nation and now as a world power.

This brief outline marking the progress of civilization presents epochs which correspond to the stage of intellectual growth of a youth until he reaches an age competent to enter the active duties of life and capable of becoming his own teacher.

It is interesting to note that these fields of study are closely related to the successive topics in the course of geography, which also in every grade assigns definite fields of study.

Time will not permit me to dwell upon the correlation in the several grades with studies in civics, literature, art, and languages. It is hoped that the new course of study will be more specific in these lines than the present one.

The sources from which the subject-matter is to be derived and the material available to the teachers and the pupils is abundant and need scarcely be mentioned. There are text-books, historical readers, maps, charts, pictures; museums full of historical objects, implements, relics, costumes, models, casts, and every conceivable specimen of art representing stages of civilization from every nation and tribe in all parts of the world and in all ages. There are buildings, monuments, statues, etc., within our own city and there are school and public libraries available to every one.

A course of study is only suggestive of periods and fields within which to find the subjects and material for profitable work. It does not prescribe what or how much is to be learned. I should be sorry to see a course of study that prescribed the facts to be learned. That should be left to the teachers and be determined by the capacity of the pupils.

History, aside from a few essential facts, must be viewed more as inspiration to study and as furnishing motives for right conduct, noble living, definite purpose, and effective action.

Success in the work in history as in any branch depends largely upon the preparation of the teacher. Given a definite field of study it remains to the teacher to fully equip himself for the work. First of all he must know his subject thoroly and have it carefully analyzed. Full knowledge is the fountain from which flows the rich flood to nourish awakening minds. The enthusiastic teacher understands this, and needs no suggestion in this age of educational progress. Measures are already under way for bringing the historical wealth of our museums within the easy reach of our teachers and pupils so that the treasures there may become in reality a part of our educational resources. I hope that in the near future all these historical objects will be cataloged and classified so that the appropriate material bearing upon the subject-matter of the several grades may be readily and thoroly studied. So also I hope to see all the literature appropriate to the several grades of our schools to be found in the public library and in the school libraries cataloged and open to the teachers and pupils.

I need not dwell upon the importance to the teacher of a correct method of teaching and of careful preparation of lesson plans for daily work. Full knowledge and right method make the teacher a master of his work. By these elements in his preparation he acquires a confidence that is not only a guarantee of success, but a tower of strength before his class; an object of respect and admiration to his pupils and a source of inspiration to the young student.

Such a preparation in the broad way and in detail is a

* Abstract of an address before the Society for the Study of Practical School Problems. Dr. E. W. Stitt, president.

means of self-culture and of constant growth. I know teachers who have found in the subjects of our course of study the inspiration and the materials for self-improvement and culture during the whole period of the school year.

The culture that comes from adequate preparation is sure to develop what is essential to success, the true teaching spirit; and results in the establishment of teaching as a profession.

I have been requested to speak upon teaching with text-books and without text-books. I presume this question has reference to the formal teaching of history and the informal teaching of the less intensive sort.

In every grade there should be used some books for reading or study by the pupils, and in every grade much can be done to enlighten the pupil, to broaden his view, to direct his study, to clear his ideas, to guide his judgment in the oral presentation by the teacher and in discussion by the class. There is no grade from the 4-A to the 7-B where the work should be conducted without books. The intensive study of history with text-books, one standard author and many others for reference and comparison, should occupy at least two years. Before this the work should be informal but should include reading.

From this point on, methods of teaching were discussed in two sections. First, the elementary and informal work the fourth, fifth, and half of the sixth year; and, second, the intensive study during the last two years of the course, containing appropriate reading matter for each of the several grades of our course.

4. As to the method: The early work begins with observation of any material appropriate to the subject, the study of pictures and other illustrations, especially those relating to early history. Whenever the grade calls for the study of local history, and it will in the new course several times, places and objects of interest must be seen.

Up to and including the 6-A grade, as at present laid out, the work should be mostly on the story plan, presented partly by the teacher, partly by reading from elementary histories, historical readers, and other works of literature.

I would give no set lessons to be learned up to this grade. The text should be read in class, at home when practicable, and the subject should be explained, discussed, and reviewed.

Teachers' plans in outline should show the essential points to be taught, the text bearing on the subject, the supplementary reading, the illustrative material, pictures, objects, models, etc., poems and quotations to be used by the class, and pieces in reading books on the subject.

Each class should have scrap-books containing material. Each room should show on the walls the pictures and maps appropriate to the grade so that one entering the room may at once recognize the grade.

In the fifth and sixth years it might be well to have the pupils keep note-books containing outlines of topics taught, from which compositions may occasionally be written. Children should not write facts in note-books to be committed to memory. I do not approve condensed statements of facts prepared by the teacher to be memorized by the pupils.

In the fourth and half of the fifth year, under our present course, there should be no history study. The topics should be carefully selected; some discussion in answers to questions, and only a very few facts learned. There may be acquired some familiarity with prominent historical characters.

During the last two years formal history should be presented with text-book study. A standard text-book—supplementary histories in a class library—definite assignment of lessons by topics should be made. There should be careful analysis and outlines of topics prepared by the teacher and the class together. Recitation and discussion in class is important both by the questions and answers' plan and by narration.

Composition work on some of the topics is also valuable. There should be a reading room in each school with books of reference where class exercise in library work can be carried on. This is one of the best means of teaching the pupils how to find information in books and to get essential facts on a subject which is exceedingly important for any student.

Frequent reviews to fix the larger and most important events should be had after a topic or period has been completed. Individual investigation of topics on the "side lights of history" stimulate much interest and form a basis for original work of the student; this also gives character to the study and affords opportunity for the development of the individuality of the pupil.

The object in these last years is to teach surely the essential facts and to train the pupils to right methods of study, to acquaint them with the sources of knowledge, to inspire with a love for study, and to enable them to master method of work and study.

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standing is added each year. Let him do that and the trouble he complains of will vanish. The doubter who thinks the indorsed school physiologies are not teaching the truth about alcohol and other narcotics needs to read farther. The critic who would have this study put into the higher at the expense of the lower grades, should study the statistics of school attendance which show how many of his pupils, and those who most need it, would thereby lose it. Can it be "an unimportant matter of mere pedagogics" whether fourth year pupils who have books in other subjects shall have them in this? If they do not, the school will never furnish the foreign born future American, who does not go to school beyond the fourth year, with the written page as one source of information in behalf of that sobriety which is essential to a good citizenship.

Every step of progress in human liberty in our land has been not for ourselves alone but for the world as well. If we ask, at what cost? we find the answer in the story of the bleeding feet of our soldiers at Valley Forge, and in the graves over which are floating the weather-stained flags,—the last resting place of those who gave their lives for liberty. At an untold cost of blood and treasure, we have obtained the heritage of religious and civil liberty and like the beacon in our greatest harbor, it is beckoning the world to our gates. For these newcomers, as for us, the next step in human progress is liberty from alcohol slavery. Some one has said, "The age of the saber is finished and that of the thinker has come," and that henceforth, progress is not to be a blood-stained pathway. It will not be, my countrymen and women engaged in public education, if you, recognizing the supreme command of our times, rise to meet it with the thoughtful study and wise teachings that are both your legal and moral obligation.

The facts that the United States has the smallest per capita consumption of alcohol of any of the great nations, that the better knowledge of hygiene which you have been teaching is one cause of the increase of four and one-tenth years in length of life reported by the last census, that the children have carried home from school the story that alcohol injures working ability until abstinence is largely required of employees by the business of the country, and that where the study is pursued as herein outlined, cigarette smoking is decreasing,—all show how large a debt this country already owes to its teachers.

The countless heroes of the past pointing to the priceless sacrifice thru which liberty has thus far been attained, the present with its perils, the future with its hopes, all appeal to you to be increasingly loyal to your magnificent opportunities to train the great army of future Americans to a sobriety that will dethrone alcohol.

Legal Status of the Bible in Public Schools.

By Supt. M. A. Whitney, A. M., Elgin, Ill.

(Continued from March 7.)

CALIFORNIA:

Section 1672 of the Political Code of California in part reads as follows:

"No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein, and the question having arisen, is reading of the Bible in the public school a violation of the above law? the attorney general of this state decides that it is, and hence as a rule the Bible as a book is excluded from use in the public schools of this state. This is a matter which we have not been seriously troubled about, and yet in many parts of the state there is considerable feeling over the matter. Only the other day a prominent newspaper of the state criticised the president of one of the normal schools upon his custom of reading every morning during the opening exercises a chapter from the Bible; if the matter were referred to the state superintendent of public instruction he would, under the ruling of the attorney general, be obliged to declare, as it is his prerogative, that this custom of the president of the normal school be no longer observed."

MINNESOTA:

Where objection is raised, a former attorney general of this state has decided that, owing to a provision in the state constitution, the Bible cannot be read in the schools. The question has never been raised in the courts of this state. The constitutional provision is similar to that in the state of Wisconsin and the decision in that state was followed by the attorney general.

MONTANA:

Section 1863 referred to by Superintendent of Public Instruction Welch in his answer to my communication is as follows: "No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, the officers of which knowingly allow the schools to be taught in violation of these provisions, forfeits all rights to the state or county apportionment of school moneys; and upon satisfactory evidence of such violation, the superintendent of public instruction and county superintendent must withhold the state and county apportionments." Whether the superintendent would class the Bible as a "publication of a sectarian, partisan, or denominational character" he does not say, but his quotation of this section of the law in answer to my question may be an evidence that he would.

NEBRASKA:

Under date of October 9, 1902, the public press gives the following in regard to the legal standing of the Bible in the schools of that state:

"By an opinion rendered this evening by the Nebraska supreme court the reading of the Bible and singing of sacred songs in the public schools of the state are prohibited.

"The case was one appealed from the district court of Gage county, and the opinion of the lower court was reversed. The syllabus of the opinion rendered is as follows:

"Exercises by a teacher in public school in a school building, in school hours, and in presence of the pupils; consisting of the reading of passages from the Bible and in singing songs and hymns and offering prayer to the Deity in accordance with the doctrines, beliefs, customs or usages of sectarian churches or religious organizations, is forbidden by the constitution of the state."

OREGON:

The use of the Bible is not prohibited in the public schools of this state, either by statute or decision of the courts. However, the attorney general of this state has given as his opinion that it is not legal to use the Bible in the public schools of this state.

WASHINGTON:

The constitution as construed by the attorney general of this state on the 19th of September, 1891, forbids the reading of the Scriptures, and all other religious exercises, in the public schools of this state.

WISCONSIN:

The decision of the supreme court of Wisconsin, rendered in 1890, declares that the reading of the Bible in the public schools is sectarian instruction, an act of worship, and a practice of uniting the functions of church and state, and therefore contrary to the inhibitions of the constitution of the state upon these points.

This decision is so important that it may be well to quote at length the opinions of the judges rendering it.

The action was brought on a petition of a certain Roman Catholic of the town of Edgertown asking that a writ of mandamus issue to the district board of district number eight of that city, commanding that said board cause the teachers in the public schools of that district to discontinue the practice of reading selections from the King James version of the Bible.

"The constitutional objections urged by the petitioners to the reading of the Bible in the schools are that, (1) It violates the rights of conscience; (2) It compels them to aid in the support of a place of worship against their consent; (3) It is sectarian instruction."

These three things are forbidden by the state constitution.

Judge Lyon says:

"This opinion will be confined quite closely to the discussion of the question, whether the adoption of the King James version of the Bible, or of any version thereof . . . in the public schools as a text-book and the reading therefrom . . . is sectarian instruction, within the meaning of that term as used in section 3, article X., of the constitution, which ordains that no sectarian instruction shall be allowed in the district schools of this state. It was argued that the Christian religion is a part of the common law of England; that the same was brought to this country by the colonists, and, by virtue of the various colonial charters, was embodied in the fundamental law of the colonies; that this religious element, or principle, was incorporated in the various state constitutions, and in the ordinance of 1787, for the government of the North West territory, by virtue of which ordinance it became the fundamental law of the territory of Wisconsin." The clause here referred to in the ordinance of 1787 is as follows: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools, and the means of education shall forever be encouraged."

"The term 'sectarian instruction' in the constitution manifestly refers exclusively to instruction in religious doctrines, and the prohibition is only aimed at such instruction as is sectarian. That is to say instruction in religious doctrines which are believed by some religious sects and rejected by others. Hence, to teach the existence of a Supreme Being, of infinite wisdom, power and goodness, and that it is the duty of all men to adore, obey, and love Him, is not sectarian, because all religious sects so believe and teach. The instruction becomes sectarian when it goes further, and inculcates doctrines of dogma concerning which the religious sects are in conflict. This we understand to be the meaning of the constitutional prohibition.

"It may not be uninteresting to consider somewhat certain other circumstances existing when the constitution was adopted, which may fairly be presumed to have influenced the inserting therein of the provision against 'sectarian instruction' in the district schools.

"The early settlers of Wisconsin came chiefly from New England, and the Middle States. They represented the best religious, intellectual, and moral culture, and the business enterprise and sagacity of the people of the state from whence they came. They found here a territory possessing all the elements essential to the development of a great state. They were intensely desirous that the future state should be settled and developed as rapidly as possible. They chose from their number wise, sagacious, Christian men, imbued with the sentiments common to all to frame their constitution.

"The convention assembled at a time when immigration had become very large and was constantly increasing. The immigrants came from nearly all the countries of Europe, but most largely from Germany and Ireland. As a class, they were industrious, intelligent, honest and thrifty, just the material for the development of a new state. Besides, they brought with them, collectively, much wealth. They were also religious and sectarian. Among them were Catholics, Jews, and adherents of many Protestant sects. These immigrants were cordially welcomed, and it is manifest the convention framed the constitution with reference to attracting them to Wisconsin.

"Many, perhaps most, of these immigrants came from countries in which a state religion was maintained and enforced, while some of them were non-conformists, and had suffered under the disabilities resulting from their rejection of the established religion. What more tempting inducement to cast their lot with us could have been held out to them, than the assurance that in addition to the guarantees of the right of conscience and of worship in their own way, the free district schools in which their children were to be, or might be educated, were absolute common ground where the pupils were equal, and where sectarian instruction and with it sectarian intolerance, under which they had smarted in the old country, could never enter.

"Such were the circumstances surrounding the convention which framed the constitution. In the light of them and with a lively appreciation by its members of the horrors of sectarian intolerance, and the priceless value of perfect religious and sectarian freedom and equality, is it unreasonable to say that sectarian instruction was thus excluded to the end that the child of the Jew, or Catholic, or Unitarian, or Universalist, or Quaker, should not be compelled to listen to the stated reading of passages of Scripture, which are accepted by others as giving the lie to the religious faith and belief of their parents and themselves?

"It is argued that the reading of the Bible in the district schools is not included in the constitutional prohibition of sectarian instruction therein, because the Bible is not specifically mentioned in the constitution. It is said that if it was intended that such reading was to be excluded, it would have been so provided in direct terms. The argument may be plausible, but it is believed to be unsound. Constitutions deal with general principles and policies, and do not usually descend to a specification of particulars. Such is the character of the provision in question. In general terms it excludes sectarian instruction, and the exclusion includes all forms of such instruction. Its force, would, or might have been weakened had the attempt been made to specify therein all the methods by which such instruction may be imparted.

"We have a statute upon this general subject which must not be overlooked. Section 3, Chapter 251, laws of 1883, amending section 514, revised statutes, provided that in cities 'no text-books shall be permitted in any free public school which will have a tendency to inculcate sectarian ideas.' This statute certainly emphasizes the constitutional prohibition, altho it may not extend its scope. It is, in effect, a legislative declaration that the use of text-books which have a tendency to inculcate sectarian ideas is sectarian instruction, are prohibited by the constitution.

"For the reasons above stated, we cannot doubt that the use of the Bible as a text-book in the public schools, and the stated reading thereof in such schools, without restriction, 'has a tendency to inculcate sectarian ideas' and is sectarian instruction, within the meaning and intention of the constitution and the statute.

"The answer of the respondent states that the relators' children are not compelled to remain in the school-room where the Bible is being read, but are at liberty to withdraw therefrom during the reading of the same. For this reason, it is claimed that the relators have no good cause for complaint, even tho such reading be sectarian instruction. We cannot give our sanction to this position. When, as in this case, a small minority of the pupils in a public school is excluded for any cause from a stated school exercise, particularly when such cause is apparent hostility to the Bible, which a majority of the pupils have been taught to revere, from that moment the excluded pupil loses cast with his fellows and is liable to be regarded with aversion, and subjected to reproach and insult. But it is a sufficient refutation of the argument that the practice in question tends to destroy the equality of the pupils, which the constitution seeks to establish and protect, and puts a portion of them to serious disadvantage in many ways with respect to the others.

"That the exclusion of the Bible reading from the district schools is derogatory to the value of the Holy Scriptures, a blow to their influence upon the conduct and consciences of men, and disastrous to the cause of religion, we most emphatically deny. The priceless truths of the Bible are best taught to our youth in the church, the sabbath and parochial schools, the social or religious meetings, and above all by parents in the home circle. There those truths may be explained and enforced, and his spiritual nature directed and cultivated, in accordance with the dictates of the parental conscience. The constitution does not interfere with such teaching and culture. It only banishes theological polemics from the district schools. It does this, not because of any hostility to religion, but because the people who adopted it believed that the public good would thereby be promoted, and they so declared in the preamble. Religion teaches obedience to law, and flourishes best where good government prevails. The constitutional prohibition was adopted in the interests of good government, and it argues but little faith in the vitality and power of religion to predict disaster to its progress because a constitutional provision enacted for such a purpose is faithfully executed."

But if the reading of the Bible is sectarian instruction, can not selections be made from the Bible that will be

satisfactory to all sects and so the benefits of some of the best Bible teachings be secured. Such books of selections are published. What would the law say to their use? Possibly another part of the Wisconsin decision will cover this point. Judge Long discussed particularly the sectarian phase of the case. Judge Cassody discussed at some length other phases, particularly whether or not the reading of the Bible in public schools is religious worship, and whether it constitutes the school house for the time being a place of worship, and if so, whether such reading during school hours as a school exercise against the consent of a taxpayer compels him to support a place of worship, within the meaning of section 18 of the bill of rights.

Judge Cassody says:

"We must hold that the stated reading of the Bible in the public schools, as a text-book, may be 'worship' within the meaning of the clause of the constitution under consideration. If, then, such reading of the Bible is worship, can there be any doubt but what the school-room in which it is statedly read, is a 'place of worship' within the meaning of the same clause of the constitution.

"If the stated reading of the Bible in the school, as a text-book, is not only in a limited sense worship but also instruction, as it manifestly is, then there is no escape from the conclusion that it is religious instruction; and hence the money drawn from the state treasury was for the benefit of a religious school within the meaning of the constitution.

"The common school is one of the most indispensable, useful, and valuable civil institutions this state has. It is democratic and free to all alike in perfect equality, where all the children of our people stand on a common platform, and may enjoy the benefits of an equal and common education. An enemy to our common schools is an enemy to our state government. It is the same hostility that would cause any religious denomination that has acquired the ascendancy over all others to re-model our constitution and change our government and all of its institutions, so as to make them favorable only to itself and exclude all others from their benefits and protection. In such an event, religious and sectarian instruction will be given in all schools. Religion needs no support from the state. It is stronger and much purer without it. This case is important and timely. It brings before the courts a case of the plausible, insidious, and apparently innocent entrance of religions into our civil affairs, and of an assault upon the most valuable provisions of the constitution. These provisions should be pondered and heeded by all of our people, of all nationalities and of all denominations of religion who desire the perpetuity and value the blessings of our free government. That such is their meaning and interpretation no one can doubt, and it requires no citation of authorities to show. It is religion and sectarian instruction that are excluded by them. Morality and good conduct may be inculcated in the common schools, and should be. The connection of the church and state corrupts religion, and makes the state despotic."

From the letters printed above it will be seen that the use of the Bible is allowed in thirty-eight states and not sanctioned in seven states, tho there is no law and no decision of the courts in five of these states directly bearing upon the subject, but in four of them the opinion of the attorney general is not favorable to its use. Tho not definitely stated by all it is safe to say from the nature of the laws and the history of religious freedom in this country that no pupil in any public school in any state could be required to participate in any exercise of Bible reading against the expressed wishes of his parent or guardian. The Rhode Island law sets forth very clearly the conservative view of allowing the use of the Bible under proper conditions, while the Wisconsin decision sets forth the other view, and gives reasons for excluding it altogether. Not all will be inclined to agree with the Wisconsin judges that the reading or study of the Bible, especially the study of it as literature and philosophy, is "sectarian instruction" or "an act of worship." It may be either or it may be neither. It will be noted that there is little difference between the laws in the states North and South, tho no Southern state excludes the Bible; nor is there any difference between the laws in the older and newer states. Some of the new states are as liberal in their provisions as are some of the older states.

The use of the Bible as a book of reference, at least, is necessary to the interpretation of much of the literature studied in public schools, and such a use of it is not likely to be prohibited in many states.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MARCH 21, 1903.

Shrinking the Curriculum.

The reduction of time in the schools has just now peculiar attractiveness to speakers before teachers' meetings. With respectable college honors to be had in open market for two years' resident study, chances for equally wonderful docking are being searched for in other school fields. As a matter of course the elementary school, too, has been found to be in need of a shortened term. The most popular plan seems to be a condensation of eight years to seven. When the matter was proposed at Cincinnati there were many superintendents in favor of it.

But are the advocates of curtailment really able to prove that the elementary school has exhausted its legitimate possibilities when they themselves are satisfied with the result? Under the prevailing plan of action it is quite likely that a superintendent of schools can declare the elementary school work completed at almost any time, since he himself sets up the requirements and applies his own tests to prove to himself that the great goal has been reached. If he can prove that the work he laid out for eight years can be satisfactorily done in seven his board of education has been rather lenient in overlooking his former error of judgment, which kept many children marking time at school when they should have been moving forward.

Serious Music Study.

The "freedom of the teacher" is likely to be further abridged before very long, and that is in the matter of music teaching. There are those who regard the subject as a sort of recreative item in the program, which may or may not be attended to, as personal convenience may dictate. In the full enjoyment of their freedom, they have tolerated occasional singing, and have even found it to be a very valuable aid in preparing for school entertainments. Now the law threatens to reduce this freedom by requiring music to be taught in every school supported by public taxation. A few states are already on record as regarding music of at least equal importance with drawing and nature study. Others will soon follow.

Authoritative insistence upon music teaching is much to be desired. Leniency in this direction is no longer defensible. The children are entitled to the culture and happiness of the pursuit of music. Furthermore, while specific schedules may not commend themselves very much at this stage of progress, some care should be exercised by the supervising officers that a certain amount of definite work is accomplished in the teaching of this subject.

One point which may be attended to at once is the proper dignifying of music in the high schools. Careless and unsystematic work is here entirely out of place. Serious music study should be encouraged in every way. With Harvard university in the lead, giving regular credits for work in music, there need be no further hesitation. The *laissez faire* attitude of high school principals has in many cases permitted the singing period to degenerate into a yelling spell. College songs, which are well enough in their way, do not afford efficient pabulum for the development of culture and appreciation of music. We can well understand the feeling that prompted Mr. Frederick Manley to address the following ode to Orpheus after listening to the arguments of a few high school principals in opposition to real music work, considering the shouting of smart verses which characterize the average college song as the best that the high school can do for its pupils:

Bless thee, bully Orpheus, how art thou translated in the

fair groves of education! Thy most potent lyre, whose virtue sometime subdued the dread king and led Eurydice from his midnight realms, it is now but a plaything whereon are strummed the lusty songs, infused with ginger, of the college youth, the battle lays of the strenuous foot-ballist, the popular ditties of the masters of sugary melody. Thou art wholly *fade*, save to a comparatively few fogies, and thou once didst move trees and rocks to follow thee, thou canst not now move a High School Principal to allot an earnest votary a decent period for thy worship. Against that strong breast, what avails thy charms? Thy sister muses have their places of honor, meet for high godheads, but thou—thou art in education the kindergarten deity; higher education will have none of thee. Plato could not conceive of a republic wanting thy harmonies, nor Pythagoras a stellar universe, but the modern Principal knows better. Archimedes grins at thee in the Elysian fields, and by some wind-haunted stream Herodotus and Aristotle, they glance at thee out of the corner of the eye, and their smile is broad as a prairie. For these are honored. The modern Principal respects them, for he can use their wares with immediate advantage: but thee he ousts, or at most allots a pittance of time to, for which be thankful, for he is a mighty man, and thou shouldst be grateful that he has not turned thee down altogether.

Germany? Italy? Well, let them continue to honor thee there, but here we are progressive, and the Principal understands 'conditions' whereof thou art most ignorant.

Proceed far to the rear, and recline.

The Merchants' Club of Chicago has donated \$150 to the board of education, to be given as a prize to the person presenting the most acceptable school kitchen plan.

President Thwing, of Western Reserve university, has published a report giving the results of his investigations concerning the causes which lead to the death of football players. Dr. Thwing's conclusions are that

"Football is a dangerous game when the player is not in good physical condition, when he has not been well trained or when the team against which he is playing has not been well trained.

"The result of the investigation demonstrates what I have long felt, that for men in good health properly trained, and playing with other men who are also properly trained, football is as free from danger as most college sports which are good for American college men."

Prof. Edward H. Strobel, Bemis professor of international law at Harvard, has been appointed legal adviser to the king of Siam. Professor Strobel has had an extensive experience in diplomatic affairs. He will not sever his connection with Harvard, but will go to Siam on leave of absence.

Mayor Low has announced the receipt of checks aggregating \$100,000 towards a \$500,000 fund to be known as the Abram S. Hewitt Endowment of Cooper Union. A number of the friends of Mr. Hewitt have felt that there should be some substantial commemoration of his public service. A committee has been organized and it has sent out an address to those interested which reads in part as follows:

"Mr. Hewitt's life was largely devoted to work for his fellow citizens, notably for those who labor.

"His death makes it fitting that those who survive and recognize the value of such service shall, in a measure, take up his work. From its inception he gave to Cooper Union time, effort, generously of his means, and an untiring interest which continued unabated to the last. It had the benefit of his wonderful talent, his great ability, and of a fund of accurate information which was almost inexhaustible.

"No monument could be so appropriate as the establishment of an endowment which would aid to bring, in enlarged measure, and to larger numbers, the advantages furnished by the instruction which the Cooper Union affords to all classes in helping them to become worthy members of society, and prepared most successfully to enter upon the struggle of life. It was the work nearest to Mr. Hewitt's heart."

Tuberculosis—Causation and Prevention.

Koch showed in 1882 that tuberculosis was an infectious and communicable disease, produced by a germ, the tubercle bacillus. It followed as a necessary result from his discoveries, that it was an absolutely preventable disease.

It is very common in human beings and in certain of the domestic animals, especially cattle. About one-fourth of all deaths occurring in human beings during adult life in all civilized countries is caused by it, and nearly one-half of the entire adult population at some time in life acquire it. It has been proven beyond any possibility of doubt that a living germ called the tubercle bacillus is the cause, and the only cause of tuberculosis. It may affect any organ of the body, but most frequently first involves the lungs, and is then commonly known as consumption. When it affects the skin it is known as lupus. When the germs find their way into the body they multiply there, if favorable conditions for their growth exist, and produce small new growths or nodules which are called tubercles, and from these the disease tuberculosis derives its names. As the result of the action of the germs contained in the tubercles they tend to soften, and the discharges from these softened tubercles containing the living germs—tubercle bacilli—are thrown off from the body. In pulmonary tuberculosis, or consumption, these germs are contained in the expectoration, often in almost incredible numbers. It has been estimated that in some cases two or three thousand million tubercle bacilli are discharged in the expectoration from a single case of consumption in the course of twenty-four hours.

This material, when expectorated, frequently lodges in places where it afterward dries, as on the street, floors, carpets, clothing, handkerchiefs. It should, however, be distinctly understood that the breath of tuberculous patients and the moist sputum received in proper cups are not elements of danger, but only the dried and pulverized sputum.

To prevent infection during childhood not only should consumptives be religiously careful with their expectoration, but they should associate as little as possible with young children, and stay away from play-rooms and playgrounds. To kiss children on the mouth should never be allowed and the little ones should be taught never to kiss nor be kissed by strangers. They should be kissed by their own friends and relatives as little as possible and then only on the cheeks. The floor on which the child plays should be kept scrupulously clean. Carpets in such a place are an abomination; they only serve as dust and dirt collectors, and not infrequently harbor the germs of contagious diseases. The hands and nails of little children should be kept as clean as possible.

Expectorating on playgrounds should be considered a grave offence; playgrounds should be kept clean, as free from dust as possible, and daily strewn with clean sand or gravel.

It is believed that tuberculosis may be practically stamped out. The reduction in the mortality from it in New York city since 1886 has been about forty per cent., which means if applied to the greater city, a decrease of more than 6,000 in the number of deaths annually caused by it.

A conference of university and college presidents of the country is to be held at Northwestern university, May 8 and 9, to discuss the advisability of shortening the college course to three or two years. Four hundred invitations have been issued.

Paris is to have a toy museum which will contain toys of all ages, and thus become a laboratory for sociological studies of an interesting character. A study of these instruments, designed for the pleasure of children, will no doubt bring to light much new knowledge of the intellectual development of the race.

Questions: Science of Education.

Candidates for license as first assistant teachers of biology in the New York city high schools were asked the following questions in the recent examinations:

"The high school, tho of secondary rank, belongs in its interests and method to the common school system, and fits its own teaching to the accomplished results of the elementary school."

Explain and criticise the above statement. (5)
2. (a) Name or describe the distinctive characteristics of the high school period of a pupil's life. (1)

(b) State, with reasons, the proper methods of treatment for each of the characteristics given in answer to (a). (4)

(c) State three of the leading educational or administrative problems not mentioned in (a) or (b) that arise in high school work and discuss briefly each of the problems stated. (5)

3. Explain and illustrate what is meant by the method of science, and state, with reasons and illustrations, the scope of its use in the teaching of biology in high schools. (5)

4. State and criticise the views of the committee of ten in regard to the teaching of biology or zoology. (5)

5. In a general course of botany and zoology what should be the character of that portion devoted to physiological works? Give reasons. In what relation should it stand to the other biological work? Give reasons. What end should be kept in view? (5)

6. "Science has to do only with the facts of sensuous experience." "Physical science is essentially superficial and not fundamental." Explain and compare these statements. (5)

7. "The scientific frame of mind is adapted only to science, but not to art, literature, and religion, which have something essential that science does not reach, not because of the incompleteness of the sciences themselves, but because of the attitude of the mind assumed in the observation of nature." Criticise this statement, with a view to finding the proper function of science-study in the school curriculum. (5)

In the examinations for license as first assistant in drawing in high schools, the questions were as follows:

1. State and explain that definition or conception of education which seems to you most satisfactory. Show how such a conception can be made to bear fruit in the work of a teacher of your specialty. (8)

2. (a) Name or describe the distinctive characteristics of the high school period of a pupil's life.

(b) State, with reasons, the proper methods of treatment for each of the characteristics given in answer to (a).

(c) State three of the leading educational or administrative problems, mentioned in (a) or (b), that arise in high school work, and discuss briefly each of the problems stated. (9)

3. Outline, with reasons, a course in collateral reading for pupils studying modern landscape painting and painters, or the architecture of the Renaissance. (8)

4. State and defend the proper scope and limitations of the study of art as a high school subject. (8)

5. Present, with reasons, a scheme for the study of pictorial composition with special reference to the study of the old masters. (7)

In the examination in history and principles of education the candidates for a No. 1 license were asked to answer the following questions:

1. Explain and illustrate the following terms: Motive, instinct, inhibition, "breaking the will," suggestion (as used in psychology). (10)

2. (a) What is the meaning of the term "judgment" as used in psychology? Illustrate. (4)

(b) What is meant by "good judgment" as the term is commonly used? Illustrate. (2)

c. Give two illustrations of the developing of good judgment in school, explaining how good judgment is developed in each case. (4)

3. "Repetition is the prime influence in memory."

"Of two men with the same outward experiences, the one who thinks over his experiences most, and weaves them into the most systematic relations with each other, will be the one with the best memory."

(a) Show wherein, if at all, these quotations are consistent with each other. Give reasons. (2)

(b) Explain the meaning of the second quotation. (2)

(c) Give three practical suggestions as to the most effective way of committing to memory a specified poem. (6)

4. (a) What treatise did Locke write on education? For what immediate purpose? (2)

(b) Name two general points on which he laid great stress. (2)

(c) Give, with reasons, two of his suggestions which you think wise, and two which you think unwise. (4)

(d) Name a writer on education who was influenced by Locke, and state one respect wherein he was influenced. (2)

Progressive Japan.

Since the opening of Japan to foreigners the country has been notable on account of its progressive spirit, and so one is not surprised to learn that the organization of schools has been one of the principal cares of the government. This has been particularly true during the last few years. At first they borrowed in a good many points from Western methods of education, but gradually a system of their own was evolved adapted to the needs of the country and the nature of the people.

Near the top of this system is an institution, set on foot some years ago, the higher board of public instruction, modeled on the French board of the same name.

This board was formed thru the efforts of the prominent educators of Japan, who insisted that pedagogic subjects of a lasting interest to the country should be settled by representatives of the different branches of teaching, and for that purpose a higher board should be established next to the minister of public instruction.

This institution was created in 1896; remodeled in 1898, and modified somewhat in 1901.

The board is, of course, under the supervision of the minister of public instruction, who has charge of the educational system of the whole empire. The board is the second power in educational lines in the kingdom. Its members are elected by the heads of all the educational institutions in the country of any consequence, and besides, seven men, especially selected from among the wisest and most experienced in educational affairs, are added. The members hold office for three years. The emperor takes particular interest in the body, for he nominates the president and vice-president.

The board looks after a large variety of matters, among which may be mentioned the foundation or suppression of imperial universities, schools, and libraries, the establishment of programs of study, the direction of schools and supervision of teachers, classical books for schools, and qualifications of school officials.

There are fifty-eight members of this board and all classes of educators in the country are supposed to be represented. As to its jurisdiction it is only administrative and pedagogic, lacking the tribunal feature which the French board of higher instruction possesses.

We can get a good idea of the educational questions before Japan at present from the list placed before the board by the minister of public instruction at the session last November. The subjects were:

The method of choosing classical books in use in the primary, normal schools, and in colleges.

The custom of examination for entrance to the higher colleges where students, wishing to enter the universities, come from the secondary colleges for boys.

The program of study in complementary technical schools.

The program of study concerning the teaching of aquatic productions.

The rights and privileges of public schools, other than primary schools, the complementary technical schools, and schools which have a fixed place in the categories of the administration.

All this goes to show that the educational system of Japan has developed rapidly and broadly.

The Study of Chinese.

Prof. Frederick Hirth who holds the Dean Lung chair of Chinese at Columbia university recently delivered a lecture on "Political and Commercial Reasons Calling for the Study of Chinese" in which he gave some interesting facts concerning the increased amount of attention given to the subject in various institutions of learning.

"At the present," he said, "China is in a state of compromise between her past and future life. She has placed the education of future generations not in the hands of Americans or Europeans, but in the hands of those most likely to teach them new things without destroying the old, the Japanese. The Chinese government has recently

appointed a Japanese professor to draw up the new code of law for the empire. There can be no doubt that authorities fully as competent might have been secured in other countries; but men who are both willing and capable of making due allowance for traditional prejudices will never arise from a country where the study of Chinese institutions is so much in its infancy as with all of us except Japan.

"The totally different position now occupied by our relations with China in public life has made itself felt in a movement favoring the study of Chinese language and civilization. University chairs have been endowed and strenuous efforts are being made to increase the opportunities for study in the Oriental colleges. Russia has established an Oriental college chiefly devoted to Chinese studies at Vladivostok. The chair of Chinese, of traditional fame, has been recently filled again by a competent scholar in St. Petersburg. In Germany, Chinese is taught in two universities, and is, moreover, particularly well represented at the college known as the Oriental Seminar in Berlin. England has four university chairs, at Cambridge, Oxford, London, and Liverpool.

"In Italy, Chinese is taught in the universities of Rome and Florence, and at a special college in Naples. France, that may well claim to have furnished the cradle of our science, sinology, has been most active among the foreign powers in appointing her best Chinese scholars in her university chair at the College of France and at her Oriental schools in Paris and Lyons. In Austria, Chinese is taught at the Oriental academy of Vienna.

"The time is approaching and is sure to come when we will not have men enough to answer the calls for Chinese work. For Chinese work done by men well trained to do it, will be required in that general competition that will set in in our intercourse with China. To be able to furnish teachers of Western civilization in any shape will secure a valuable privilege to every Western nation undertaking the work of training them."

Cornell's Difficulty.

Cornell university has loaned to the water company of Ithaca \$150,000 to erect a rapid-sand filtration plant. The university has already begun work on a filter for the water system which supplies the campus. President Schurman has given out the following statement as regards the intentions of the university:

The question of a summer session is in abeyance, depending upon future conditions. The university certainly will not close its doors at present, nor as long as there are any students in Ithaca to receive instruction. A very conservative estimate, based upon attendance at classes thruout the university to-day, indicates that fully one-third of the students who left town at the height of the epidemic have returned to their work, and more are coming back every day. The university is morally bound to give instruction to these students, and the 1,500 who have stayed thruout the epidemic. There is no doubt that the university will open next fall.

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Notes of New Books.

Studies in Zoology; an Introduction to the Study of Animals, for Secondary Schools and Academies, by James A. Merrill, S.B. (Harvard), director of science department, State Normal school, Superior, Wis. The directions given in this laboratory guide are explicit and clear. It follows the usual course found necessary by teachers of classes that begin the study in the fall by dissecting insects first. A study of protozoans follows, and reptiles and mammals are left for the last.

The one distinctive feature of the book is a very full table of classification given at the end of each branch. When the work ends with the examination of the individual, or with a study of the species even, comparison is meager. True science leads to comparison and classification. (American Book Company, New York, Cincinnati, and Chicago. Price, \$0.75.)

Electrical Problems, by William L. Hooper, professor of electrical engineering, Tufts college, Massachusetts, and Roy T. Wells, senior fellow in physics, Clark university, Worcester, Mass.—This work offers the student an unusually large number of examples of every class of numerical problems. Its value is easily recognized, since the success of any engineer depends chiefly on the rapidity with which he can solve the actual problems confronting him, and this skill is to be attained only after extensive practice in solving numerical problems. The problems presented in this work may be divided into four groups:

First: twelve sets of problems on combinations of electro-motive forces and resistance in multiple and series grouping, with drop and electrical output.

Second: four sets of problems on combinations of alternating electro-motive forces, with their conditions and effects.

Third: five sets of problems on calculating winding tables and making drawings for armatures.

Fourth: problems relating to transformers, rotary converters, and induction motors.

Diagrams are frequently given to aid the student, and the answers to all the problems are added at the end.

So far as possible, these are in the form of graphic curves, so that the student is familiarized with the comparison of results. (Ginn & Company, Boston and London. Price, \$1.25.)

A series of studies on the *Rebuilding of Old Commonwealths*, by Walter H. Page, relates to the educational work in the Southern states. These show how the old-time aristocratic system of education and the ecclesiastical system failed to reach the masses; and how the present-day builders of the public school system are bringing a new social order and are for the first time developing the capable, neglected masses of the Southern population. It is hard for the Northern man to understand the problem with which they have had to deal in the South. After reading this book he will more fully realize the important work they have been doing in that part of our country during the past thirty years. (Doubleday, Page & Company, New York. Price, \$1.00 net.)

Cours Complet de Langue Française, par Maxime Ingres, de l'Université de Chicago, Premier Volume, Troisième édition. While this book is an excellent example of the psychological method of foreign language study it is so marred by the introduction that one is forced to be suspicious of the whole work. Modern language teachers, who antagonize the study of Latin and Greek, have never entered very deeply into their own language and literature. Again and again statements that are but half true are presented with the air of documentary evidence. Such statements as the following are representative: "There is no language which is not best studied by itself." "The argument drawn from etymologies is a joke." "And if one ought to know the derivation of some words, one ought to know it of all, or, at least, of the most common ones." Then follows the trite statement that we are not all intended for philologists, and, hence, historical matters should not be presented. This statement, alone, is enough to condemn the whole introduction and make the reader sceptical about accepting even the good suggestions which it contains. We seriously question the statement that, as a rule, no one but a native teacher should undertake to teach a foreign language. It would follow that no one but a native should learn that language. The author falls into the fatal error of confusing the pupil with the child who is learning his native language, that abstract grammatical principles are above the comprehension of the pupil and that grammar can be acquired only inductively. From the well-known fact that masterpieces of literature cannot be adequately translated the author rushes to the conclusion that translation is not a good school exercise. This, as applied to the sentences usually found in elementary books, is simply a mis-statement. The introduction contains any number of contradictions; page 32: "The organ by which we learn a language is the ear, not the eye;" page 34: "In order to help the memory, as well as to teach orthography, blackboards at first and books afterwards shall be used; thus

the eye, as well as the ear, is constantly drilled." On the same page the author emphasizes the importance of teaching vocabulary scientifically, i. e., that the words should be associated by comparison of root forms. How this agrees with the statements referred to above is rather difficult to comprehend. (The University of Chicago Press, Chicago.)

P. H. G.

The Characters of Theophrastus have been translated and provided with an introduction by Charles E. Bennett and William A. Hammond, professors in Cornell university. It is a small volume, but its literary value is great. Theophrastus was a Greek philosopher who succeeded Aristotle as head of the Lyceum. He wrote on plants, but for us his most important writings are the thirty short, lively sketches of character contained in this book. They apply almost as well to modern life as if written yesterday. (Longmans, Green & Company, New York. Price, \$0.90.)

Chaucer's Prologue, Knight's Tale and Nun's Priest's Tale comprise a volume of Macmillan's Pocket American and English Classics. This is a series of English texts, 16mo. in size and bound in levanteen, edited for use in secondary schools, with critical introductions, notes, etc. To the uninitiated Chaucer's works are strange reading, almost as hard to understand as if they were written in a foreign language, but with the help of the notes and explanations in this little volume we think the student will be able to appreciate and enjoy them. The introduction explains the verse and the language and gives a very appreciative sketch of the man and the poet. A thoro study of this little book will give a very fair elementary knowledge of Chaucer. (The Macmillan Company, New York. Price, \$0.25.)

Under Scott in Mexico, while complete in itself, is the third and last volume in the Mexican war series. In this the reader renews his acquaintance with Dan and Ralph Radbury, two of the pluckiest boys one would wish to meet, and also with Poke Stover, the old frontiersman. Poke and the Radbury boys land with the American army at Vera Cruz, and march upon the city of Mexico. (Dana Estes & Company, Boston. Price, by mail, \$1.12.)

Daisies and Diggleses, by Evelyn Raymond, is another of the Golden Hour Series of books. *Diggleses* was a little pocket of an alley tucked down in a corner between towering tenements in a big city, and this was where a little girl, Katie, lived and worked. One day there came to her a big, wonderful bunch of daisies, and this was why she went to the country and why she planned the most beautiful summer outing for *Diggleses* Court. There were a hundred miles between Farmer Eddy's orchard, where the daisies bloomed, and *Diggleses* Court. It is a pleasant book for young people, telling of good deeds and brave effort on the part of a small girl. The book is well printed and bound in illuminated cloth. (T. Y. Crowell & Company. Price, \$0.50.)

The Fortune of Christina McNab is a pretty story told by S. MacNaughton of a Scotch maid who falls heir to a fortune of eighteen thousand a year. In consequence of this wind-fall the simple life of her native heath appears no more attractive to her and she goes to London with the avowed intention of joining her fortune to that of a lord. She is not impressed with what she sees as she thought she would be, and in spite of herself a homesickness at times steals over her. Still she tries to harmonize with her surroundings and goes to church, and listens to the high church parson and thinks she will give up Presbyterianism. A proposal comes in due course—for where is the heiress that is not sought after?—but it does not appear attractive, and her heart goes back to her old lover, Colin McCrae. Her experience with English society shows her that it is "a walled garden and you are either outside or inside," and even an heiress may find herself on the outside of the wall. The outcome is that when Colin comes marching thru London she surrenders to him completely. Usually we do not have to go into a far country to find the most valuable things; they lie right at our doors. (D. Appleton & Company, New York.)

Hwat iz the Sol? Haz the Dog a Sol? bi C. W. Larisun, M. D., prinipal ov the academi ov siens and art at Ringoz, N. J. We give this title as the author gives it in his book in order that the reader may get an idea of his mode of spelling. But we have no means of giving an idea of the typography, which makes the volume present more the appearance of one printed in a foreign language than in English. The spelling is supposed to be phonetic and hence modifications of the old letters have to be employed. The author goes to the furthest extreme in his spelling reform, to an extreme where very few people will follow. We believe in spelling reform, but think it will come by changing a few words at a time. As for strictly phonetic spelling we do not believe it practicable, because the pronunciations of words are constantly changing. Many will doubtless scan Mr. Larisun's pages with curious interest. (Phonetic Publishing House, Ringoes, N. J.)

"Better out than in"—that humor that you notice. To be sure it's out and all out, take Hood's Sarsaparilla.

The Educational Outlook.

At the annual meeting of the Chinese Empire Reform Association of British Columbia it was decided to erect a large building at Vancouver, and open day and night schools to teach Chinese only. The schools are to be open to Europeans who desire to learn the Chinese language and literature.

In Greece the government has the monopoly of the sale of school books under the direction of the minister of public instruction. About \$200,000 accrues to the exchequer annually from this source.

The Cleveland school board has appropriated \$3,000 to provide an extensive exhibit of the public school work at the St. Louis exposition.

A bill is before the New York state legislature to increase the appropriation for public school libraries to \$45,000, and make the method of distribution more direct. As the law now stands, the money must be apportioned to counties and cities by the state superintendent and reapportioned within each county by the school commissioners.

ALBANY, N. Y.—A committee of State Normal school principals, with State Supt. Charles R. Skinner, recently called upon Governor Odell to present facts and figures to prove that, in order to maintain a standard of efficiency, the normal schools of the state must appropriate more money for teachers' salaries. They said that the schools are unable to retain their best instructors on account of the low salaries paid them. The governor said that, while he favored everything possible for educational interests, he could not approve their request unless there was an increase in revenue in the state.

The annual session of the Southern Wisconsin Teachers' Association will be held in Madison, April 3 and 4.

President Schurman, of Cornell university, announces that a pure water supply is assured at that institution for next year thru the establishment of a filtration plant by the Ithaca Water Works Company. The university is to lend \$150,000 for the enterprise.

A jury in the county court at Watertown, N. Y., has awarded damages of \$300 to a thirteen year old boy for injuries he received while being punished in the Carthage high school. The principal and one of the teachers were the defendants. It was alleged that the teacher struck the boy's elbow with a ruler, rendering the arm stiff and useless.

The governor of Acadia college, at Wolfville, Nova Scotia, has announced that John D. Rockefeller, of New York, has offered to give the college one dollar for each dollar raised by that institution, up to \$100,000, before Jan. 1, 1908.

Founders' day was celebrated on March 12 by Tulane university, at New Orleans. Among those honored by the degree of LL.D. were Edward M. Shepard, of New York, Robert C. Ogden, of the Southern Education Board, and Chief Justice F. T. Nicholls, of the Louisiana supreme court. Mr. Shepard made the principal address, dealing chiefly with the public sentiment of the world.

SARATOGA, N. Y.—Lucy S. Scribner has established here a free industrial school for girls.

WILMINGTON, DEL.—Governor Hunn has appointed J. Edward Addicks to be a life trustee of Delaware college.

The Rev. Dr. Charles Woodruff Shields, professor of the harmony of science and revealed religion at Princeton university, has tendered his resignation, to take effect next June. Dr. Shields is the

fourth of the older members of the faculty who have resigned during the past year. He has been appointed professor emeritus.

The salary of the state superintendent of Kansas has been increased to \$2,500 a year, beginning with 1905.

Dr. Albert P. Wills, lately associate in applied mathematics and physics in Bryn Mawr college, has been appointed instructor in mechanics and mathematical physics at Columbia university. Bergen Davis, A. M., now completing his residence abroad as Tyndall fellow of Columbia, has been made tutor in physics at that university.

A number of local papers have been commenting on the deficiency as regards spelling, of the pupils in the Central High school, Duluth, Minn. As a result, the Duluth board of education and superintendent of schools are being overwhelmed by challenges for spelling matches from the principals of schools in the backwoods district. Just what action will be taken by the Duluth authorities is not known.

The Freedmen's Aid and Southern Education Society intends to establish a large educational institution at Birmingham, Alabama, where normal and industrial education is to be imparted to colored men.

Alabama has adopted state uniformity of text-books. The teachers of the state fought the bill in the general assembly and put forward county uniformity as a substitute.

WOODBIDGE, N. J.—A banquet was recently tendered Victor Main, the retiring president of the board of education. Among the speakers were County Supt. H. Brewster Willis and Supervising Prin. John H. Love.

The taxpayers of Woodbridge, N. J., are to vote on a proposition to expend \$13,000 in building a four-room addition to the high school, with an auditorium on the second floor.

Recommendations have been made to the board of trustees of South Carolina college that a scholarship of \$40 be offered in each county and state for students of pedagogy. Such a movement would induce many to fit themselves as teachers in some suitable way.

The Kansas State Normal school received \$168,000 for its maintenance, according to the list of appropriations by the state legislature.

On Saturday night, March 14, a group of young Princeton graduates and upper classmen met on the steps of Nassau hall to sing their class songs and have an informal reception, as has been the time-honored custom upon the return of alumni.

During the jollification, one of the bronze lions guarding the entrance to the hall was so badly mutilated as to render impossible any satisfactory repair. The lions were presented to the university by the class of '79, of which President Wilson is a member.

During the same evening that the lion was mutilated, about \$200 damage was done to a winding staircase in the new gymnasium. The perpetrators have not yet been discovered.

LAFAYETTE, IND.—A fierce class battle recently occurred at Purdue university, when 500 freshmen bombarded the sophomore annual banquet. In the first rush twenty freshmen were hurt. A riot call was sounded, but the police were unable to handle the crowd of rioting students. Not until the fire department was summoned and two streams of water brought into play did the freshmen disperse. A

large number were arrested and many were injured at the hands of the police who charged the crowd, using their clubs.

Batavia, N. Y., has appropriated \$20,000 to erect a new public school, the money to be raised by a tax on the property of the school district.

Russia to Have More Education.

In view of the recent decree of the Czar of Russia granting reforms to his subjects and urging, among other things, the strengthening of the schools, the following figures are of interest as showing the extraordinary deficiencies of the primary school system of the country. Only thirty-five per cent. of Russian children, between the ages of seven and thirteen, attend school. For 4,025,000 children there are only 78,000 schools. In the Baltic provinces, largely inhabited by Germans, there is one school for every 671 inhabitants, while in the rest of Russia there is one for every 1,676. In some of the provinces there is only one school for over 5,000 inhabitants. The worst state exists in Ferghana, in Central Asia, where there is one school for 97,526 people.

Summer School for Superintendents.

The course in supervision and school management given at the Marthas Vineyard summer school is an important innovation. Last year, the superintendents and supervisors who attended found the courses on fundamental philosophic principles and the practical phases of school management of great benefit.

The course for the coming summer will undoubtedly surpass that of last season. It will cover sixty lectures and lessons in four weeks, beginning with July 14, immediately after the N. E. A. convention. The principal lecturers are Dr. W. N. Hailmann, recently United States superintendent of Indian schools, Prof. H. H. Horne, of Dartmouth, and Dr. Nathan C. Schaeffer, state commissioner of education of Pennsylvania.

The regular courses will undoubtedly draw the usual large number of educators. The school of methods and the general academic courses will be prepared to do the same thoro and systematic work which they have done in the past. Complete circulars of information are now ready and can be had by applying to the president of the institute, Dr. William A. Mowry, Hyde Park, Mass.

The Hudson Council.

At the recent meeting of the Schoolmasters' Council of the Highlands, at Newburg, N. Y., Prof. J. P. Gordy, of New York university, spoke on "The Relation between the Study of History and Citizenship." He emphasized three essentials for good citizenship: a certain kind of knowledge, a certain kind of reasoning power, and the development of a high civic ideal. Dr. Carlos H. Stone, of Cornwall Heights, delivered an address on "The Scholar and the Gentleman." He suggested some hobby or special research work as a means for teachers in preserving freshness, a progressive spirit, and breadth of culture.

Under the Tardy Banner.

P. S. No. 166 has adopted a novel plan aiming at a decrease in the tardiness and lateness in that school. An organization has been formed among the boys, the officers and members of which are pledged to do all in their power to make the tardy and late boy reform. The first move of the organization has been to procure two flags—one, the regulation flag, the other, a pure white pennant with a black blot in the center. Each morning of school

days the stars and stripes are displayed until 8:45 o'clock, when the blotted banner takes its place. Those who reach the school before the flags are changed are on time, and, since they know that their punctuality is a matter of daily comment among the teachers and the members of the new club, they make it a point to be there promptly.

Those who find themselves walking into the school under the blotted banner feel at once that their tardiness is a reproach to them. Those who reach the building after the tardy banner has been taken down have their names taken and are admonished.

Success of Primary Industrial School.

COLUMBUS, GA.—An exhibition of reproductions of masterpieces, sent out by a Boston publisher, has been in view at the Eleventh street school, Marshal Morton, principal, from February 25 thru March 2. The attendance has been large and enthusiastic and several sales were made.

The Primary Industrial school, of which Supt. Carleton B. Gibson sent an account to THE SCHOOL JOURNAL shortly after its establishment two years ago, has so thoroughly demonstrated its usefulness and so far grown into public esteem that the question of more extensive quarters is now being agitated. The school was started in an old Southern mansion, situated in the district now inhabited by the mill operatives. Admirable teachers were engaged in the persons of Mr. and Mrs. J. P. S. Neligh, who, coming to Columbus from Nebraska, have entered with heartiness and sympathy into the work of training the generally neglected children of the "crackers"; living in the school and throwing open their private apartments to the children in such a way that the little ones, accustomed only to the interiors of squalid cabins, would get an idea of what a well-conducted household is really like; inviting the "cracker" mothers and fathers at stated intervals to parents' meetings and various forms of entertainment and in all sorts of ways seeking to realize the ideals of "the school community." It is a labor of love with Mr. and Mrs. Neligh, for which their only adequate repayment comes in the knowledge that they are doing a great deal towards uplifting this ignorant but promising Anglo-Saxon people that have come down from the mountains to the northward to work in the great mills that are springing up in Columbus for miles along the Chattahoochee river.

Already the quarters, that were at first supposed sufficient for this novel industrial school, have proved to be insufficient, and Superintendent Gibson hopes by next September to have moved the school into a larger building—one that has been selected for occupancy if the money needed is forthcoming. The expense of the present plant is borne by the board of trustees except that the sum of \$1,000 has been contributed annually by Mr. George Foster Peabody, of New York, who is a native of Columbus. Properly to conduct such a school, as Mr. Gibson wishes this to be, an endowment would be highly desirable.

Yet, whether an endowment is gained, or not, the Primary Industrial school will continue to grow and will have to be provided for, somehow; and Mr. Gibson's plan, for a great secondary industrial school supplanting its work, will doubtless in time be realized.

Columbus demands such education, for its rapidly growing industries need only a supply of efficient labor to become perhaps the most important of the whole South. Northern capital—especially capital from the New England States—is flowing abundantly into Columbus, now believed by the far-sighted, to possess advantages hardly anywhere excelled. Industrial improvements, to a value of

upwards of \$3,000,000, are, at this writing, being made in Columbus, including not only new cotton mills—the characteristic industry of the place—but also enormous electrical facilities which are being developed from the water power of the river by the well-known firm of Stone & Webster, of Boston. The crying need in these power plants and cotton factories, on the platforms of the trolley cars, and in the new sash factory, in fact, in every department of Columbus' industrial life is for more efficient white help than can be furnished from the present generation of "poor whites." Without more effective labor the confidence manifested in the city by Boston capitalists is bound to have been misplaced; but with it, the city is certain to go rapidly ahead until it becomes much more than "the Lowell of the South." And to solve this problem of making the children of an incapable generation capable is "up" to Superintendent Gibson and the associates. Nor will they let it go by them.

Kipling Wins.

The National Rifle Association has decided to take steps to secure the introduction of courses in rifle shooting in the educational institutions of the country. It has passed the following resolution on the subject:

Resolved, That the National Rifle Association of America deems it expedient to take immediate steps to secure the affiliation with it of colleges, universities, and other educational institutions of the United States for the purpose of stimulating and encouraging rifle practice among the American youth.

If a course of instruction in this subject is established it is the purpose of this association to institute a series of competitions to keep the interest alive. It is believed by the advocates of this plan that a young man, who as a school-boy becomes interested in this branch of sport, will keep his interest in it thruout life, and in addition to his attainments as a student, he will be a better and more useful citizen than he who has not indulged in rifle shooting.

Wealthy Tome.

The richest school in America, below the grade of a college, is said to be the Jacob Tome institute, at Port Deposit, Cecil county, Maryland. The institute owes its existence to the munificence of Jacob Tome, who resided in Port Deposit and there made a fortune, which he devoted to the establishment of a school to aid students younger than those in college. The property of the institution amounts to between three and four millions of dollars. No expense was spared to make the physical equipment of the school complete.

In the selection of a site the trustees had the advice of Frederick Law Olmsted. Architects were invited to take part in a paid competition, and to submit plans for a complete system of school buildings. A landscape architect was engaged to lay out the grounds, and a sanitary engineer to devise a water and drainage system. The improvement of the campus alone cost \$100,000. The chief ornamental feature is the Italian garden, which makes the approach to the central buildings. The central or memorial hall cost something like \$200,000. It contains twenty-eight class-rooms, laboratories, a library, a reading room, offices, lunch rooms, coat rooms, a play room, and an assembly hall. There are two dormitories and two gymnasiums.

Other buildings are an inn for visitors, the director's residence, the power plant, the infirmary, the laundry, and eleven residences for masters.

In organizing the faculty specialists have been secured as heads of departments. Associated with them is a body of masters, who do a large share of the

teaching, and who have charge of the boys outside of school.

The school has a course of six years, divided into what is called the upper and the lower half. There are six forms or classes, each requiring a year. In the lower half the work is all required. In the upper half the pupil has a limited choice. The studies in this half are arranged in five groups—classical, scientific, English, manual training, and commercial. The pupil chooses the group, and is thus allowed limited specialization without his work being fragmentary.

Self-Support at College.

The committee on student employment at Columbia university has compiled from estimates furnished by the students themselves, a comparative statement of student expenses. In the several schools they are as follows:

Law—Low, \$472; average, \$609; liberal, \$875 up.

Graduate Schools—Low, \$481; average, \$641; liberal, \$882 up.

College—Low, \$456; average, \$653; liberal, \$882 up.

Applied Science—Low, \$624; average, \$772; liberal, \$1,052 up.

Medicine—Low, \$559.50; average, \$672; liberal, \$811 up.

The estimates average as a rule, about \$100 higher than do such figures at other Eastern universities, and this is due to the higher expense of living in New York.

The committee believes, however, that this difference is offset by the superior advantages open to those who wish to earn the whole or a part of their college expenses. It is estimated that 750 men at Columbia are entirely or in part self-supporting.

A Horseshoers' School.

The National Association of Master Horseshoers is considering the establishment of a school to give good scientific training in their trade. The instruction would include a course in horse anatomy, some chemistry, and the value of metals, and training in veterinary lore. Plans have been drawn for the institution and a site has been given in the town of Flint, Mich.

The plans call for a large, three-story structure with a first floor given up to a dissecting room, an operating room, a hospital composed of single and box stalls, a room especially equipped for taking care of diseased feet, a mechanical shoeing room, equipped to accommodate 200 persons and with electrical forges for demonstration work and devices for taking care of unruly animals.

Above these is planned a floor devoted to consulting rooms, an auditorium to seat nearly 400 persons, a mechanical demonstration room, and offices.

On the top floor it is proposed to have examiners' rooms, a public reading room and library, a laboratory and museum, a lecture room for 200 students, and a public showroom.

The master horseshoers have sufficient funds to construct the building and as they believe such an institution would confer distinction upon their craft and advance its standing in the community, it will probably be constructed.

Recent Deaths.

NEW LONDON, N. H.—The death of Captain Elijah M. Shaw, of Nashua, has deprived Colby academy of its efficient business manager. Much of the improvement in its financial condition in the last two years has been due to his wise planning. His will makes the academy a residuary legatee.

CAMBRIDGE, MASS.—Robert O. Fuller, for many years a member of the school committee, died on March 9. Mr. Fuller was a trustee of Worcester academy, Colby college and the Newton Theological seminary.

Greater New York.

The next meeting of the New York Educational Council will be held in New York university, Washington square, Saturday, March 21, at 10:30 A.M. The principal will be discussed as a supervisor, by Prin. Y. C. Pilgrim; as an executive, by Prin. R. A. McDonald; as a member of the community, by Supt. E. C. Sherman; as a teacher of teachers, by Prin. O. I. Woodley; as a teacher of a class, by Supt. H. W. Foster.

The board of aldermen has approved an appropriation of \$10,000 to purchase lantern slides to be used in lectures and other work in the public schools.

The committee on special schools has decided to ask the executive committee of the board of education to close most of the evening schools on March 26. The committee has recommended that nine schools in Manhattan and three in Brooklyn be kept open for a longer time. These schools have shown gratifying attendance records.

Ground was broken for the main building of the group of five which are to be erected for the College of the City of New York, on March 10. The only ceremonies attending the occasion were the assembling of the student body and the faculty and several informal addresses.

Mayor Low has held a hearing on the bill to reduce the school tax from four to three mills. Secretary Palmer, of the board of education, favored the proposition on account of the increase in the assessments on real estate. The mayor said that he would approve the bill.

The board of superintendents has decided to include the so-called Douay Bible in the list of supplies, and to permit any teacher who may desire to do so to call for such Bibles for use.

The third course of free lectures under the auspices of the board of education includes a large variety of subjects. In addition to lectures on geography, and history, there will be a number on electricity, physics, literature, ethics, sociology, natural sciences, astronomy, general history, music, art, and physiology.

The question of the use of the public schools for Sunday concerts and other Sunday entertainments was discussed at the last meeting of the New York Presbytery. The committee on the question reported that, after consulting with other religious bodies, it concurred unanimously in a protest against the use of the schools for such purposes on Sunday. Col. A. P. Ketcham, collector of the port, will present a memorial on the subject to the board of education.

The local school board for the fourth district has passed a resolution to the effect that before the establishment of classes for defective children, a competent director be appointed to organize and conduct such classes and further that such classes be not termed "classes for defectives." The twelfth district local school board recommends that in the future the matrons for the schools be appointed by the board of education from the proper eligible lists.

The executive committee of the Normal college has adopted measures to provide that the salaries of the teachers in the college shall, as far as financial ability allows, conform to the schedule of salaries for teachers in high and training schools adopted by the board of education.

The experimental lectures in Yiddish and Italian have proved so successful

that they are to be continued until May 1 at least. P. S. No. 109 has been opened for these lectures, thus making six schools where such lectures are given at present.

Another innovation in the free lecture system will be the opening of a Sunday evening course in Brooklyn devoted to literature.

The Class Teachers' Association of Brooklyn unanimously approved Auditor Cook's retirement plan at its last meeting.

By the will of the late James J. Doherty, St. John's college, Fordham, will receive \$2,500 to establish a scholarship.

The public lecture course at the summer session of Columbia university promises to be of unusual interest. It will include lectures on "The Psychology of the Deaf and Blind, with Special Reference to Helen Keller," by Professor Jastrow; "Liberal Education," by Professor Woodbridge; "The Origin of the Great Lakes, and the Life History of Niagara Falls," by Professor Grabau; "Some old Opinions of the Novel," by Professor Cross; "Persia Old and New," by Professor Jackson; "Medieval History," by Dr. Shotwell; "The Architecture, Sculpture, and Historic Sites of New York and Vicinity, including West Point and the Washington Irving Region at Sleepy Hollow," by George Sawyer Kellogg; and "Gold and Silver Assays," by Professor Miller.

Dr. John Henry MacCracken who was recently elected university syndic of New York university has accepted the position.

The students at Barnard college have decided to hold a celebration yearly on March 6 to commemorate the gift of \$1,000,000 to the college by Elizabeth M. Anderson. The day will be known as "Field Day."

An appeal has been issued to the graduates of Barnard college to raise a fund for needy students. The students' aid committee has proved of great value, both in helping graduating students to find places and in assisting students of limited means to derive the full benefit from their college course, unhampered by financial problems. It is hoped to put the fund on a permanent basis, with the idea of avoiding an appeal to outside friends for support.

The boys of the Brooklyn 'Boys' High school are indignant because a female medical school inspector is looking after the health of the school. They threaten to appeal to the health department and the board of education.

The twenty-second meeting of the Physics Club of New York will be held at Columbia university, Saturday, March 21. There will be addresses by C. L. Harrington, Prof. George B. Pegram, of Columbia, Prof. Earnest Merritt, of Cornell, and Prof. M. I. Pupin, of Columbia.

Over-Examination Stopped.

The students of the Normal college have complained because of "over-examination." Last year the undergraduates in the collegiate department had to take the college, state, and experimental examinations. Arrangements have been made by Alrick H. Man, chairman of the executive committee of the college, so that the students will only be compelled, in the future, to take one set of examinations, that prepared by Dr. Maxwell. This arrangement only needs the approval of the normal faculty for it to become the rule.

The N. C. Controversy.

Dr. Thomas Hunter, president of the Normal college, has replied to the criticisms of that institution in the annual report of Dr. Maxwell by a public statement. "The city superintendent," he says, "is in administrative charge of the public schools as a subordinate of the board of education. He has nothing to do with the college of which I am in charge as president. It is no more appropriate for him to discuss the college in his report to the board than it would be for me, in mine, to criticize the public schools."

"He has no means of acquiring accurate knowledge of the internal workings of the college and has not acquired it. He is, however, well aware of its general efficiency and knows what the board of trustees has done in advancing its curriculum in 1902."

"The city superintendent says 'with reluctance that the training given to young women in the college intending to become teachers is inadequate in several respects; in methods of teaching, drawing, and constructive work, sewing, physical culture, and music . . . the facilities for practice teaching were always inadequate . . . there has been no adequate test of the scholarship of the students.'"

"The city superintendent in his address at the dedication of the hall of the board of education pronounced the graduates of the college superior to the graduates of any other normal institution in the state. This was before the curriculum had been advanced by the trustees."

"Under the new course of study more time has been given to normal methods of instruction in drawing, constructive work, music, and physical culture than was ever given before. More than two-fifths of the whole time of the last year is given to pedagogics. Any more time taken from the great studies would be injurious to the higher education and broader culture which is necessary to produce the highest order of professional teachers."

"The statement that 'there has been no adequate test of the scholarship of the students' is manifestly incorrect. Students have always been admitted, promoted, and graduated by very strict examinations."

"What the city superintendent says about practice teaching is true from his standpoint. The college was compelled to abandon it, because the training department could accommodate only 900 pupils for 600 pupil teachers to practice upon. But this was not an unmitigated evil."

"Experience has revealed the fact that practice teaching based on an inferior education makes 'machine' teachers as hard as cast-iron. For many years this charge was made by able educators against the normal system, and it is still made in some parts of the United States. A liberal education is the true foundation on which to build the science and art of education. Most assuredly I believe in practice, but it should begin after, and not before, graduation, and then the young teacher should be armed with the authority of a regular appointment. If, after a fair trial for a limited time, she should be found deficient, her appointment need not be confirmed."

"The city superintendent recommends to the trustees 'that the institution be converted into a high school, a college, or a training school for teachers.'"

"It could not be degraded to the rank of a high school; that is simply out of the question, for it would be the wrecking of the college and the destruction of the work of a whole generation. What he really desires is the abolition of the high school department, knowing that that would mean, at this time, the destruction of the college department, and that nothing would remain but a profes-

sional school for the teachers of Greater New York.

"I regret to say that the city superintendent's prejudice, not to say hostility, against the two public colleges is not of recent growth. In a speech made some years ago in Brooklyn, he attacked them both and yet I venture to say that he has never looked into the work of either.

"As both colleges are by law separate and distinct corporations over which the city superintendent has no official control whatever, it seems bad taste to misstate facts and search for supposed flaws in order to bring the institution into disrepute. The city superintendent has already too much to do in managing his own department to consume his time in criticising institutions with which he has no concern. It is to be assumed that he will admit that no institution is perfect; that none of the institutions which educate teachers is without imperfections, and that even his own administration might be improved."

MR. MAXWELL'S REPLY.

In an interview on the subject Dr. Maxwell said:

"I have read with great interest President Hunter's 'defense' of the Normal college against the criticisms I felt constrained to make upon the work of that institution in my last annual report. His defense may be divided into four parts: First, personal abuse of myself; second, a denial of my right to make any criticism on the Normal college; third, an exposition of his theory regarding the professional training of teachers, and, fourth, an admission that he has been compelled to institute some of the reforms which I have advocated.

"As to President Hunter's abuse—his impugning of my motives—I consider it beneath my notice. As to my right to criticise the Normal college, I have, in the first place, the same right that any citizen has to criticise any institution supported at the public expense, and I have, in the second place, an official right given by section 1089 of the charter, which confers upon the city superintendent the authority to approve or disapprove for the purposes of city licenses any institution which is recognized by the regents as a college and which claims to provide professional training of teachers. As to President Hunter's theory regarding the professional training of teachers, I shall not take the time to discuss it, as it is not now held by any educator of prominence. It passed from the domain of practical educational discussion about a quarter of a century ago. As to President Hunter's admission that he has been compelled to commence some of the reforms which I have advocated, I am reminded of what President Eliot said on a notable occasion a few years ago with regard to educational reforms in general. 'There are two stages,' said the president of Harvard, 'in every educational reform: in the first, the reform is impossible, in the second it always exists.

"In the first stage, the reform is bitterly opposed; in the second when those who are responsible for its necessity wake up to find that they must accept the inevitable, they endeavor to cloak their shortcomings by trying to show that they have anticipated the reformers. Such is President Hunter's position. It makes no difference, however, how the reform comes; because, as I said in my annual report, the condition and prosperity of the Normal college are a matter of vital interest and importance to the whole school system."

Want More Power.

Members of the local school board association have appeared before the by-laws committee of the board of education to plead for greatly enlarged powers. Among the things asked for by the local

boards are: A hearing before the committee on sites in regard to the location of new schools in their respective districts; the abrogating of the power of the board of education to review the findings of local boards in regard to delinquent teachers; the ending of the supervision of the city superintendents over the local boards and the right of a hearing in regard to all transfers of teachers to and from their districts. No decision was announced in regard to any changes as a result of this discussion.

Theological Suspicion.

In regard to criticisms that "Protestant ministers are selected for the lectures in the public schools," and that "often these lectures are unjust to the Catholic Church," Henry M. Leipziger, supervisor of the lecture bureau of the board of education, says:

"This is the first time I have heard any complaint about the public lectures, and this one is too general for me to take any action. If any one will make a specific complaint, I will investigate it and see that the non-sectarian principle of the lectures is carried out. We have Roman Catholic clergymen as well as clergymen of other denominations among our lecturers; and it is expected that none of them will offend the religious feelings of any one in the audience. No injustice shall be tolerated. There are people of all religious denominations in the audiences of those free lectures and it is our intention that the speakers shall avoid everything that would hurt their religious susceptibilities."

Married Teachers.

According to the decision of the supreme court in Brooklyn, in the suit of Mrs. Minnie R. Masten against City Supt. Maxwell, it was possible for a teacher to marry and continue to teach in the public schools of New York city. Mrs. Masten was formerly Minnie R. Downing, and was appointed a teacher in 1898. The by-laws of the board of education provide that if a woman teacher marries she forfeits her position unless the board should decide it to be for the best interests of the schools to continue her in her place. The local committee of public school No. 30, Brooklyn, recommended that Mrs. Masten, after her marriage, remain in the school, and the suggestion was approved by the board of education. The borough superintendent failed to approve the reappointment papers, and Dr. Maxwell refused to recognize her as a teacher. Mrs. Masten brought mandamus proceedings to compel recognition of her as a teacher. The court held that Supt. Maxwell's contention that she was excluded from teaching by the provision that teachers who marry shall, *ipso facto*, lose their positions, is not good in law. The status of this question has been changed by an amendment of the by-laws by the board of education.

Oratorio for Teachers.

Frank Damrosch, director of music of the department of education, has, on behalf of the directors of the Oratorio Society of New York, invited the teachers of assembly music in the public schools of Manhattan and the Bronx to a special rehearsal of Edward Elgar's "The Dream of Gerontius," on March 24. The text of this oratorio is Cardinal Newman's. Concerning this invitation Dr. Damrosch says, "Such opportunities to hear fine music are of great benefit to instructors and pupils. I feel that teachers who are to educate our children and cultivate their tastes should have opportunities to cultivate their own tastes. They need inspiration to inspire."

About 2,000 public school principals will be present at this rehearsal, it is expected.

Miss Richman's Address.

In an address on "The Formation of Habits in School Life" before the Society for the Study of Practical School Problems Prin. Julia Richman, P. S. No. 77, Manhattan, made a strong plea for a more complete realization by the teachers of their duties and opportunities in forming the character of their pupils. She said that "the habits inculcated in the school are probably the most important things the child gains there. Altho accuracy of work, a high general average, and arithmetic are things of importance and should not be belittled the forming of right habits is worth more than everything else.

"Certain habits can be impressed upon the smallest children, even from the beginning of their education, and here comes a danger that some careless or heedless word or deed may take root with some child as a habit. If the school does not fit a child for life it is a failure. So a school habit that does not make a life habit is worthless.

"Children must, among other things, be taught the habits of punctuality and personal cleanliness, but in teaching these habits great care must be used not to punish a child for faults that may come from neglect and shiftlessness at home. If this is done the child gets a bad record and the school life of the child is poisoned. In such cases the work must be done with the home and harmony created between it and the school. No child can stand lack of co-operation between the home and the school, either morally, physically, or intellectually.

"The most important habit for the teacher to instill thoroly into the mind of a child is the habit of obedience. There are, of course, certain things a child must do, but in such cases orders should be explicit and rational. At times we owe it to the child to explain. A child in my school knows he may do anything he pleases, provided it does not interfere with the rights of others.

"I have never been afraid to teach religion in my school, but there is a wide difference between religion and sectarianism. Religion teaches a child to reverence a power outside of self. The teachers owe it to the community to correct in the child the bad habits which have grown into national traits. Irreverence, criticism, and lack of respect have become traits and are increasing. Something should be put into the child at school to check these tendencies. The state has treated the teacher fairly and the teacher owes it to the state to correct the weaknesses which would injure it.

"The teacher must act and do the thing she preaches. Truthfulness and honor, thoughtfulness, unselfishness, correct habits of work and speech are a few of the many things for which the teacher should labor.

"There is one thing the teaching profession should learn; that the schools were made for the children; their rights are paramount and teachers and principals incidental. This is not realized and that is why children do not take away the character from the schools which they ought to have.

"The problems of forming good habits in our pupils are enormous, the opportunities for mistakes overwhelming, but each must try to accomplish a little until the great mass of character is improved. We must go to our work keenly appreciating that the school was made for the child, that the state made the school, and that the teacher is under obligations to the state for the character of its citizens of the future."

The following officers were elected for next year: President, George H. Chatfield; vice-president, Miss Julia Richman; treasurer, R. Russell Requa; secretary, Edward D. Stryker; corresponding secretary, Miss Alida L. Williams.

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Substations Needed.

The local school board of the fourth district has recommended that, because the headquarters of the health department are so far from the largest part of the school population, so that hardship and expense is entailed on poor parents who have to procure permits for children after contagious disease, a substation of the board of health be established where East Side parents can obtain such permits. The board also passed the following:

Whereas, a large number of children are annually graduated from the East Side elementary schools into high schools, and whereas the only classical course for girls is given at the Wadleigh High school, on 114th street, and, furthermore, the expense of transportation is a great drain on the parents who are desirous of obtaining such classical education for their children.

We request that some provision be made for giving the classical course in some building within walking distance of the crowded districts or that free transportation be furnished to the Wadleigh High school for such pupils as are desirous of taking this course. At present

the downtown high schools for girls are technical, commercial, and normal only.

Chicago Items.

The Chicago school management committee is urging before the legislature a bill to grant \$15 a year for the education of each crippled child in the state.

At the meeting of the George Howland club of Chicago school principals on March 7 it was voted to ask the Civic Federation to withdraw its school bill and aid in the passage of the bill prepared by the board of education. The club advocated the abolition of the grammar school graduation on the ground that they lead children to believe that they have finished their education and so leave school.

The club also advocated the establishment of high school employment bureaus for the aid of pupils who desire to get work.

Northwestern university has cut down the work of its college course by ten per cent. for students who enter one of the professional schools of the institution. Thus the college and medical degrees, each of which ordinarily require four years of study, can both be obtained now

in six years. Little extra work is required to accomplish this course. The same saving of time is possible in connection with the other professional schools.]

Dr. Herbert Fisk, principal of Northwestern academy of Chicago, was stricken with apoplexy on March 7. It is believed that he may recover.

The Chicago Teachers' Federation has declared itself as absolutely opposed to the educational bill prepared by the board of education, and makes these demands:

1. Recognition of the principles of civil service in the appointment and dismissal of teachers.

2. Teachers' tenure of office to be during efficient service. Before dismissal the right of trial in open session, before a commission composed of an equal number of representatives from the teaching force, the supervising force, and the board of education, each body to elect its own representatives.

3. A teacher's record of efficiency to be based on teaching ability as shown by actual work in the school-room, and accredited study under recognized instructors.

4. Official recognition of the present elective school council system as the medium of expression for the teaching body on text-books and educational questions, the findings of the councils to be made a matter of public record.

5. Re-enactment and enforcement of 1898 salary schedule, which assured to teachers of ten years' experience, a salary equal to that of policemen, firemen, and letter-carriers. That is, an automatic salary schedule based on length of service, thus doing away with the present evil of making teachers' salaries dependent on the secret marking of 250 principals, each with a different standard of merit.

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The Boston school board is wrestling with a most peculiar financial problem. The amount of money available from the board's proportion of the taxes is not sufficient to carry on the schools upon the same plan as heretofore. This comes from the increased cost of many necessary supplies, and particularly of coal. This one item alone calls for \$100,000 more than heretofore.

Several plans were suggested to meet the situation. One, and that in the minds of the committee the least desirable, is a sweeping cut in the salaries of teachers. The one which the committee recommends involves the reducing of supplies to the lowest possible limit, the appointing of all new teachers for a considerable period as temporary teachers; and the doing away with the directors and special teachers of drawing, military drill, music, physical training, and reading in the high schools; and of sewing in the grammar schools. The only way to escape this radical change seems to be to give a larger portion of taxes to schools than the law now allows.

FITCHBURG, MASS.—Prin. George P. Hitchcock, of the high school, has been invited to become director of the high school department of an educational institution in Brooklyn, N. Y. Mr. Hitchcock is a graduate of Williams college.

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Two notable gifts have been announced by the authorities of Harvard university. The first gift is from Mrs. John Markoe, of Philadelphia. It consists of \$5,000 to found a scholarship in memory of her son, James Markoe, a member of the class of '89, who lost his life trying to save the lives of others in a runaway accident. The second gift is from Agathe and Marianne Schurz, of New York, and consists of \$3,000 to establish the Herbert Schurz memorial fund for the care of needy students at the Stillman infirmary. Herbert Schurz was a member of the class of 1897.

At the last meeting of the Teachers' School of Science Association, in Boston, the principal topic of discussion was the suggestion of a "teachers' exchange." As outlined, it includes the establishment of a place where teachers could bring specimens, lanterns, slides, leaflets, and information in regard to each other's needs, and also take things away, thus multiplying the use of teaching material.

NEW HAVEN, CONN.—Dr. Francis Wayland, for thirty years dean of the Yale law school, has resigned, and the university corporation has made him professor emeritus. A committee has drafted resolutions commending his long service. Prof. Guy S. Callender, of Bowdoin college, has been elected professor of political economy in the Sheffield Scientific school. He is a graduate of Oberlin and Harvard, and succeeds Prof. H. W. Farnham.

Andrew D. White has been appointed Dodge lecturer on the responsibilities of citizenship, at Yale.

A course in insurance study is to be established at Yale next year thru the co-operation of well-known men actively engaged in that business.

Joseph Barrell, at present connected with the U. S. geological survey, has been elected assistant professor of geology at Yale.

Improved School Supervision.

The Connecticut general assembly is considering a bill which provides for the supervision of country schools. The measure provides that two or more towns employing together not less than twenty-five or more than sixty-five teachers, may unite for the purpose of employing a superintendent of schools. The state is required to pay one-half of his salary up to \$800. The school committees of the different towns of the district constitute a joint committee to make all arrangements and regulations concerning the organization and management of the supervision district. The superintendent, who is required to have had at least five years successful experience in teaching, is required by the bill to devote his whole time to the work.

The school authorities of any town employing not more than ten teachers are authorized to petition the state board of education to send an agent to visit the schools and to discharge the general duties of a superintendent without expense to the town, and the board is empowered to delegate agents to perform such duties. The purpose of this legislation is to supply definite incentives to the country towns to improve their schools.

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Current Magazines.

A few of the leading articles in *Scribner's Magazine* for March are "The Twentieth Century City," by John Corbin; "The Supreme Court of the United States," by David J. Brewer; "The Coronation of the Czar Alexander III., by Mary King Waddington; and "A Moro Princess," by Harriet Arnold Febiger.

Of course, it is needless to tell the student of current literature that *The Critic* takes the lead in that field. It is one of the progressive magazines of the day, and every time we take up an issue of it we feel that it is better than the one before. The illustrations are getting to be a great feature. The March number contains "Zola's Last Novel," by Walter

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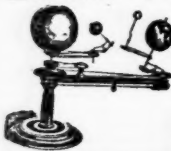
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Birds and Nature is a high class magazine, edited by William Kerr Higley and published by A. M. Mumford, Chicago. It contains articles on all sorts of topics connected with birds, insects, flowers, and trees, and much of this material the teacher would find useful in the school-room. It is illustrated by color photography, giving views of birds and insects in their native haunts with a truth to nature that is marvelous. The student of nature cannot afford to be without this magazine.

Bird Lore, the organ of the Audubon societies, published by the Macmillan Company, has just brought out a bird chart for teachers and students on which are figured sixty-two representatives of our eighteen families of perching birds. Under each family group is given the number of species it contains and its more important structural features.

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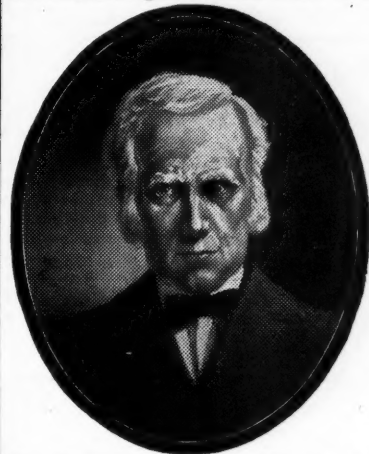
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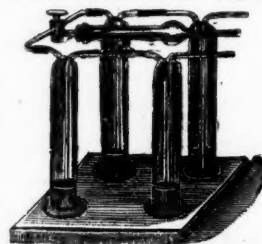
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